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No. 15

A Lost Art

W. G. Farndale

In Defense of Fiction

Louise Kelley

A Newspaper Editor Looks at the Library

William H. Heath

Library Publicity From the Newspaper Standpoint

Henry Surguy

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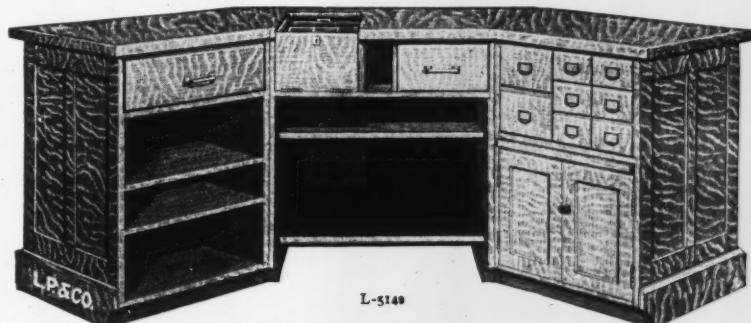
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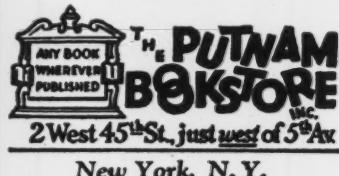
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Forthcoming Issues of THE LIBRARY JOURNAL

* The September 15 issue, the annual school libraries number, will not only include articles by Anna Clark Kennedy, Lois F. Shortess, and H. G. Masters as previously announced, but will also contain an article entitled "The Child Leads—The Book Follows" by Ruth A. Barnes, Assistant Professor of English at Michigan State Normal School.

* An interesting number on inter-library loans in a public library, a college library, and a suburban library is being planned for November 1. The "Check-List of Current Bibliography" will again appear in this number with its one column list of bibliographical entries prepared by Karl Brown of the New York Public Library.

* The October 15 issue will be, as usual, the annual children's number.

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THE LIBRARY JOURNAL



A Lost Art

By W. G. FARNDALE

Trustee, Riverside, California, Public Library

I AM NOT happy about the adjective in my subject's title. I am to speak of one of the minor arts, one that it sometimes seems to me we have lost out of our lives. And still I am not sure whether I should not describe it as disappearing rather than actually dead, or, better still, as forgotten or neglected rather than really lost. "A Neglected Art" might be the better way.

For when we are charged with neglect somewhere, the criticism may sting our pride and wound our sense of honor. And we may then be driven again to care for and cultivate that which was in danger of being allowed to die out completely through our criminal indifference. You may not consider that this particular minor art deserves the importance I am attaching to it, and for minor you would write minimus and dismiss the matter from your mind. Nevertheless I commend it to you with a confidence that I could not feel before any other group of people. Nowhere could the plea for revival or restoration that I am about to make be made with such cogency as here in this gathering.

By this time I am aware that you are consumed with impatience to know what it is we are to save, what it is you are to establish again in its rightful place in family life, what it is that might play a part in redeeming us moderns from many of the base infatuations and inanities of our time. I have a friend, a college professor. One evening he sprang a

sudden surprise upon me when he introduced me to another as "the only man I know who keeps up in his home the old-fashioned practice of Reading Aloud, and I think it's admirable."

There then is my minor art. I claim that it is an art, however much of a minor it may be. I think it is neglected, but not yet dead. I believe its practice ought to be revived. And I think you people who serve the public in our libraries might well undertake to promote the restoration of the Art of Reading Aloud.

My friend's remark started me thinking on the subject. Perhaps it had something to do with the introduction of it here. But I now bring it to you as a message from the old librarian John Walton¹ confident that he would approve any appeal that had for its object bringing back to the people so delightful an occupation and one so widely practiced in his day.

Why should this life-long habit of mine have provoked the surprise that it did? If I may give a new quirk to a famous remark, I had, like M. Jourdain, been speaking prose (and poetry) all my life, reading them aloud that is to say. My father made many evenings memorable for our small family circle by reading to us something or other of general interest. Home was home then in the most sacred sense of the word, and though we were kids in every respect like other kids, full of the same devilment, the ties that bind did bind exceedingly fast, and we have brought out

Paper presented at annual dinner and Commencement of the Riverside Library Service School, 1931. Introduction omitted.

¹ *The Library Journal*; 56:253-255.

of those days marks of our bonds that we are proud not to be able to get rid of, even if we ever wanted to, which indeed we do not.

Was it then something unique, this way of using one's evenings at home? I could not think so, and I have since discovered some very delightful facts about some other people in this respect. I have another friend, an official in a financial concern. He astonished me the other day by divulging that he had gone off and spent a week of holiday in a mountain cabin with his wife and fourteen volumes, a great part of which he had read to her while she, douce body, industriously plied her needle. I had scratched a businessman and found a book-lover and he spoke in a way that meant he would not ask for any greater happiness in any heaven he may ultimately go to.

There is a well-known old verse about a jollie good booke in a shadie nooke, either in-a-doore or oute. But that out-of-doors nook, even with the green leaves whispering overhead, does not afford the ideal condition for reading aloud. My friend however had tried it, and pronounced it good. I began with it and found it very good. Charles Lamb didn't like it. He said, "I am not much a friend to out-of-doors reading. I cannot settle my spirits to it." But then he was a child of the city and preferred the sweet security of streets. Richard Le Gallienne read out-of-doors, but he went alone. His "prose fancy" on his adventure is so delicious in its out-of-doorishness and its bookishness that I must break a morsel of it with you here. One dusty day, to restore his soul, he went a-pilgrimage to Sandra Belloni's pinewood. Under his arm he treasured the sweetest little book of lyrics, Frances Wynne's charmingly entitled *Whisper*. He remembered that Whitman used to take his songs out into the fields and under the skies to try them. A severe test, he says, but a little book may bear it as well as a great one.

"*The Leaves of Grass* claims measurement with oaks, but *Whisper* I tried by speedwell and cinquefoil and many other tiny sweet things for which I know no name, and the songs were just as much at home there as the rest, because they also had grown out of Nature's heart. So I dotted speedwell all amongst them . . . I wonder if you love to fill your books with flowers. It is a real bookish delight, and they make such a pretty diary. My poets are full of them, and they all mean a memory. Here a buttercup pressed like finely beaten brass, there a yellow rose in my Keats, my Chaucer is like his old meadows, 'youdred with daisie', and my Herrick is full of violets."

I too have been in Arcady. And those other tiny sweet things that Le Gallienne did not know, I knew by name. In my Canterbury Whitman you may find a little yellow tor-

mentil; in my pocket Burns the seldom-seen Grass of Parnassus; in my *Lady of the Lake* anemone and a wild pansy. As the pages turn, the names come back and they all do carry a perfume in the mention and a memory of the time and place of their consecration. The sight of them almost makes one homesick for the hedgerows and the moorlands of the homeland.

But I did not always go alone when I went to Arcady as Le Gallienne seems to have done. Long years before that memorable morning on which he took train to Oxshot, there had been a lover and his lass who were wont on sunny half-holidays to wander off to some out-of-the-way spot, some bank where on the wild thyme grows, away yonder in Yorkshire between the heather and the northern sea, and there in the tonic air he would read aloud while she wrought her fair artisries of needlecraft. Book-readers and embroiderers seem to sort well together. You may be curious to know what those first book-lists consisted of. You would chuckle were I to tell you. Nothing is more entertaining than to trace the evolution of taste and good judgment evidenced in our book choices as we journey on through the years. As ever and as everywhere, fiction predominated. But then that was a singularly rich decade for fiction as well as for much else, that of the Eighteen-Nineties. How rich, let Holbrook Jackson tell you in his book with that title.

When all has been said, it remains that Reading Aloud is pre-eminently an art for indoors. Winter evenings, says Lamb, the world shut out, the gentle Shakespeare enters, and with him Lamb brings in Milton, and he tells us "these two poets you cannot avoid reading aloud, to yourself, or to some single person listening. More than one and it degenerates into an audience."

Two winters ago a conspiracy of the fates kept my little household of three people housebound for some weeks. During those long evenings we went once more through half a dozen of Dickens' best, Thackeray's *Vanity Fair*, *Cranford*, and some of Scott, not to speak of others. This was a strenuous exercise for the lector. But there was something so satisfying in those big massive books, where you dwell with such excellent company for such extended periods. Another winter it would be Barrie and some more Scott, perhaps Jane Austen, or more likely William De Morgan, who outdoes Dickens in his generous canvases and lovable characters. Heavier stuff came in for its share of attention, but usually in selected portions, read out as something of special interest at the moment might come into view.

There are two delightful descriptions of reading scenes that I want to share with you at this point, for they both present in inimitable charm and completeness the ideal for which I am contending. The first is fiction; the other actual biography. Both are favorite bits of mine. Indeed I might call them star witnesses in my case, if you grant that I have a case.

This is from *Robert Elsmere*:

"At the root of it all there lay what gave value and savour to everything else—that exquisite home-life of theirs, that tender triple bond of husband, wife, and child. . . . Every now and then—white-letter days—there would drop on them a long evening together. Then out would come one of the few books—Dante or Virgil or Milton—which had entered into the fibre of Catherine's strong nature. The two heads would draw close over them, or Robert would take some thought of hers as a text, and spout away from the hearthrug, watching all the while for her smile, her look of assent. Sometimes, late at night, when there was a sermon on his mind, he would dive into his pocket for his Greek Testament and make her read, partly for the sake of teaching her—for she knew some Greek and longed to know more—but mostly that he might get from her some of that garnered wealth of spiritual experience which he adored in her. They would go from verse to verse, from thought to thought, till suddenly perhaps the tide of feeling would rise, and while the wind swept round the house, and the owls hooted in the elms, they would sit hand in hand, lost in love and faith—Christ near them—Eternity, warm with God, enwrapping them."

The other little etching that I am wishful you should take pleasure in is taken from Ramsay Macdonald's tenderest of tributes, the memoir of his gifted wife, Margaret Ethel Macdonald. If you wish to know something of the spiritual grandeur of that great soul who now bears the burden of premiership in Britain, if you would learn his secret and what it is that sustains and gives him the fortitude and courage to fight on and ever on, read this beautiful book, and then thank me for having sent you to it. I would like to mark for you certain passages of exquisite charm as I have them in my own copy. The page opens of its own accord at this:

"She lived most truly when the day's work was done, when the world was shut out and the lamps were lit, and when I was at home. The tenderness of her soul showed itself in the lights she chose. She always preferred the yellow light of lamps, with their rich shadows behind on the walls and their deep darkness in the room spaces. Then she sat, sewing and darning in the narrow circumference of light, whilst I read from some book or other generally far removed in its thoughts from our everyday battles. In this way we read through most of Thackeray and Dickens, the best of Scott, Symonds' *Renaissance*, Carlyle and Ruskin. The Sunday reading was always separate, because she did not like to have the weekday books read on Sunday as well."

In how many homes in the English-speaking world today are such scenes being en-

acted? Did the War sweep away all such refining influences as these in family life? Is my college friend right in thinking my case singular? Or am I right in thinking my business friend is only one of many? Is the old art lost, or are the artists practicing and not proclaiming it? Some of you might make it your business to investigate these questions; the result would be of interest.

Objection will of course be urged that I am advocating a backward movement. Reading aloud is so slow. We could never keep pace with book output if we took it up in earnest. We want more rapid methods of getting at results in reading, some of us even want the results without the trouble of getting at them for ourselves. These are the things that will be said.

I do not need, however, to point out to you the fallacy of those arguments. You know to what finer and more permanent ends slow growth and gradual process can conduct the human spirit. You know that it is the chosen book that we are seeking to dedicate to this use in the home. Newspapers and magazines are necessary, and so are a lot of the books we read for ourselves. They will continue to receive regard, duly or unduly. But these are not the stuff we will be choosing for what is really a ritual of the hearth.

The books that have been cited in our quotations, of what class are they? De Quincey distinguished two types of literature, the literature of knowledge and the literature of power. The function of the first is to teach; the function of the second is to move. The first suffers change, and like the fashion of the world passeth away. The other, the literature of power partakes of the infinite. The one makes us more knowing; the other makes us wiser, and in making us wiser makes us better.

In all classification there must be overlapping. The books the Elsmeres read and the books Ramsay Macdonald read, while they did have a teaching value, were of the literature that moves and influences, makes wise and makes better. They did not lack joy and laughter, nor fail in the saving sense of humor and the warmth of human quality.

I find a good example of this distinction in Eddington's *Nature of the Physical World*, of all books. Studying the generation of waves by wind, he took down the standard treatise on hydrodynamics, and read. Here he sets down a long mathematical formula, which I could not even begin to read, though my life were at stake. The conclusion his author arrives at is that "the investigation gives considerable insight into the incipient

stages of wave formation." Very informing.

On another day, however, the same subject was in his mind. This time another and a vastly different book was more appropriate, and he read:

There are waters blown by changing winds to
laughter
And lit by the rich skies, all day. And after,
Frost, with a gesture, stays the waves that dance
And wandering loveliness. He leaves a white
Unbroken glory, a gathered radiance,
A width, a shining peace, under the night.

The magic words of Rupert Brooke's sonnet bring back the scene, says Eddington. We are filled with the gladness of the waves dancing in the sunshine. We do not look back on such glad moments shamefacedly, feeling ourselves disgraced as at having toyed with illusions. "It is good there should be such moments for us. Life would be stunted and narrow if we could feel no significance in the world around us beyond that which can be weighed and measured with the tools of the physicist or described by the metrical symbols of the mathematician."

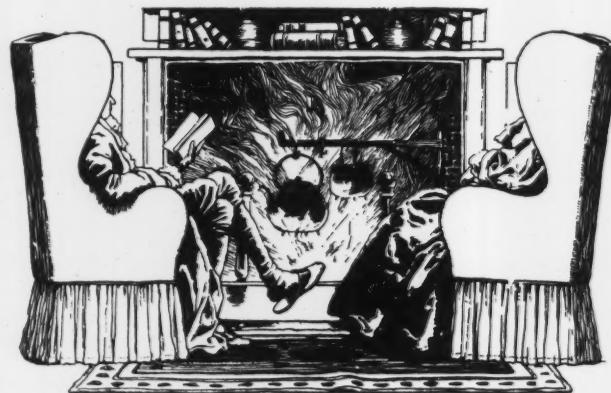
When it is a matter of six sober senses and a scientific understanding, then the treatise on hydrodynamics or its equivalent. But the poet's sonnet, or its equivalent, when the spirit is sensitive to the influence of Nature, and we feel that it is good to exercise an appreciative imagination, good in some purposive sense necessary to the fulfilment of the life that is given to us.

Mrs. Greenwood, in one of her talks to this Library School, provided us with another illustration. In a little eulogy of the eucalyptus tree, she found that its significance lay not in any bluster of flowers and fruits, set away out of reach and almost out of sight, but rather in the influence it had upon us, compelling us to lift our eyes, and perhaps tricking us into an illuminating awareness of a blue heaven and the light of the sun.

For your reading aloud then, books of power in preference to books of knowledge, and you must make your own choice. The instinct for the best will develop as choice is exercised, but choice will always be an individual and a personal matter.

Now a brief word as to technique, a terrifying word to use in relation to mere Reading Aloud. Remember we are not dealing with oratory, which is a very grandiloquent pompous affair, but with Reading Aloud, which is only its poor relation. Alfred Noyes once read to a Riverside audience a number of his own poems. He prefaced his reading by apologizing for having none of the arts of the elocutionist. It was an unnecessary apology, for his power to read simply and naturally and engagingly was happily undistorted by any attempt to create an effect.

Speaking to you now as readers yourselves, I would say, learn to love this glorious language of ours, our magnificent heritage. Take great pride in speaking it clearly and with deep understanding. Care for the music that is to be found in common speech. Acquaint yourselves with the simple elements of proper phrasing, and with such matters as pitch and pause and tempo. But do beware of becoming too ponderous, careful overmuch of even those things. You will find your chiefest delight in your increasing power to interpret your author to your auditor. His words spoken by you will take on a tinge of your own individuality as they pass through the medium that is your self. And they, reaching your friend will bring one delight the more. They will have an added value because they have received something, some *tertium quid*, that you have created. Your own joy will be doubled when you too find coming back to you subtle currents of responsive sympathy from the soul of your one listener, for when that all happens, I hope there may not be more than one. . . .



Library Publicity From the Newspaper Standpoint

By HENRY SURGUY

Special Assistant, Brooklyn, N. Y., Public Library

THE WRITER of this is not a librarian. He knows as little about library science as does the general public. On the other hand, he is convinced that librarians, with a few exceptions, know as little about publicity as he knows about libraries. This belief has come after eight months of library publicity work. But, when one stops to consider it, this is naturally to be expected. There is nothing remarkable in the fact that a person highly trained in one profession should be ignorant of another. Then, too, there appears to be something about library work which makes publicity distasteful or at least does not arouse any great enthusiasm for it. Perhaps it is the tradition of dignity and high ideals or perhaps it is the very nature of the work. At any rate, this apathy, dislike or ineptness where publicity is concerned does exist in many cases. Fortunately this attitude apparently is changing.

For twenty-five years I have been working for newspapers and trying to learn newspaper work. When I resigned as managing editor of a Brooklyn newspaper last July I still had plenty to learn. Nevertheless, I believe that during that time I absorbed several bits of knowledge which if passed on to librarians might be of value to them in their relations with newspapers. A vast amount of advice on library publicity has been printed. But I have yet to find recorded many things about this work—some of them seemingly trivial details—which often mean the difference between success and failure. Mostly they concern practical rules of newspaper work about which librarians hardly could be expected to have any knowledge.

First of all, however, librarians should overcome any prejudice they may have against publicity. As public servants it is just as much their duty to let the public know what they are doing and what they have to offer as it is to handle books or do reference work. That is the moral side of it. The practical side of it is that publicity is necessary to obtain the support of the public if libraries are to get enough money for proper maintenance and necessary extension.

My first "tip" to any library would be to

get an experienced newspaperman to do the publicity work. Newspapers, of course, are the best medium for reaching the most people. Newspapers print only what they consider news. Determining what constitutes "news" sometimes is a hard problem even for a newspaperman. But, at least, he is the one most apt to know what newspapers will print. My experience has been that usually what interests librarians most is not of any interest whatever to the general public and therefore is not news. Second in importance to knowing what is news is ability to write it in newspaper style. This takes years of experience even when there is natural aptitude at the start. Another advantage which a newspaperman has is his contact and acquaintance with other newspapermen. This is very helpful. Newspapermen are extremely clannish and it is only natural that they should be friendly to their own kind. It is suggested, therefore, that for these reasons library publicity work can be done most successfully by a newspaperman. Even the small library, where the full time of a publicity man would not be justified, can obtain the part time services of a good reporter for a nominal sum. However, if the publicity is to be handled by a librarian here are a few suggestions:

Establish friendly relations with all the newspapers in your community by personal calls upon the editors, managing editors, city editors, and editorial writers. Then maintain the contacts so made. At the same time convince them that your only reason for desiring their cooperation is to inform the public of library service so that it may do the most good for the most people. Tell them that from time to time you will send all newspapers at the same time accounts of what you believe the public should know and would be of interest to it. Inform them that you will be glad at any time to see their reporters and answer any legitimate questions that have to do with the public interest. It is always better, however, to anticipate inquiries by sending out written statements. It obviates inaccuracies which are bound to occur at times through personal interviews.

Because the library is a public institution

and comes into the daily lives of so many persons nearly all of its activities are news. This, of course, is not true of trivial happenings or of technical library work in which the public is not interested. There is little "spot news" in library affairs. By "spot news" is meant important happenings which have a time element. It is not often that a library gets a new building, holds its annual meeting, decides on some radical change in policy or is awarded its budget allowance for the year. Lacking enough news of this type, we must fall back upon "feature" stories. They lack the time element, but must be of sufficient general interest to warrant their publication. These "features" deal almost entirely with various phases of library work. They might include descriptions of special collections, rare books, work in schools, hospitals and jails, reference work, children's work, story hours, foreign language books, training classes for librarians, books long missing being found and book lists.

Figures on circulation, if they show an increase, and on number of borrowers and number of books always are worth a story if the statistics are translated into language the general public can understand and appreciate. Exhibits, gifts and anniversaries always are good for a news story.

As spot news is preferred to features, it is better if a feature story can be arbitrarily made timely by connecting it up with some general news event. Last summer I planned a story describing the collection on costumes in the Brooklyn Public Library. It was an extremely interesting feature, but there was no particular excuse for publishing it at that time. Then one of the reference librarians gave me what I was seeking when I asked her what classes of people used the costume books. Among others she mentioned clothing and millinery designers who at that time were studying Godey's *Lady's Book*, of which we had one of the few copies of volume one. They were looking for Empire styles. The Eugénie hat was the rage. So the story was hooked up with the fact that designers were using the public library for authentic pictures of Eugénie hats. This gave the story a timely interest and it was widely printed. Several stories have been linked to the unemployment situation through its having sent thousands to the library to spend their spare time either in recreation or self-improvement.

Now we come to how the story should be written. But first let me mention several newspaper rules. They may seem unimportant, but newspaper writers have to obey them, and so must the publicity man if he is to make

it easy for the editors to print his stories. In the upper left hand corner of the page should be typewritten the writer's name and address. Also at the top give the date for release. This may be either "for immediate release" or for a date in the future. Start writing the story half way down the page. This is to allow space for the editor to write his instructions on it and in some cases for the copy editor to write the headlines. At the end of the story place a "finish mark" (#) or write "end" or "30." Never write anything single space which is next to impossible to edit. Make your paragraphs short—never more than ten or twelve lines of typewriting.

The three cardinal rules for newspaper writing are accuracy, clarity and brevity. You probably will not have to worry much about accuracy—that bane of a reporter's existence—because you do not have to pry loose the facts from other persons. You already have your facts and know they are correct. Avoid all attempts at so-called "fine writing," and flowery phrasing. They have no place whatever in newspaper writing and will not be accepted. Simple, straightforward English, with simple words and sentences. One publisher of a chain of newspapers has a rule that they must not use sentences of more than ten words nor words of more than three syllables. Try to write so clearly and simply that a twelve year old child can quickly understand it. Be as brief as possible. Use only enough words to state the facts. Unnecessary words make the editors swear because they consume time in getting rid of them.

The introduction or "lead" to a news story is the most important consideration of all. By it your story, unless of outstanding importance, must stand or fall. The aim should be to cause editors as little work as possible and a story should be so written that it requires little editing and will not have to be rewritten. The lead should be a concise summary of the story. It should be written so that it could stand alone and tell the story even if the rest of the article was dropped. Pick out the most important, interesting and arresting point and make that your lead. This has been the newspaper practice of writing a news story for many years. The tendency for some little time, with the increasing number of special writers of signed articles, has been to ignore this rule, but it should still hold good for the publicity man. There are several reasons for this. The editor can tell by reading the first paragraph what the story is about. He does not have to wade through a long article to find the important point. When the copy editor gets it, most likely it will be marked for the

length it is to run. If it is properly written it easily can be cut off by paragraphs from the bottom, losing only its most unimportant details. Later, after it has been set in type, the makeup editor may find it necessary to cut it again to fit it into a certain space. Again paragraphs of type can be dropped from the bottom.

After the lead has been written, then follow with more detailed facts, expanding and elaborating the summary in the first paragraph. Here also the most important and interesting details should be given first. Following is a "news release" recently published in nearly all the New York newspapers:

Library service now is being given by the Brooklyn Public Library to virtually every one of the public school classes for crippled and cardiac children in the borough, Milton J. Ferguson, chief librarian, announced today. This work is being conducted by the library's department of library extension, of which Mary J. Thackray is superintendent, except in two schools where the branch libraries in the neighborhood send books and librarians to the classes. Library service also is given to crippled children at the House of St. Giles the Cripple and at Kings County Hospital.

The largest number of classes for crippled and cardiac children is at P. S. 219, Clarkson Avenue and East 93rd Street, which has eight served by the library's extension department. The Board of Education brings the children to the schools in buses and returns them to their homes when classes are over. They are not permitted to leave the schools during this period and therefore are unable to visit the libraries. So that they may not be without library service the library is brought to them.

Work at P. S. 34 in Greenpoint is handled by the Greenpoint Branch Library, of which Lila G. Hart is branch librarian. Every Tuesday morning Mrs. Jeannette D. Clear, children's librarian, goes to the school with a stock of books for the children in the crippled and cardiac classes there. The children are registered, just as are those who visit the branches. They exchange their books in the class rooms.

The Red Hook Branch Library, of which Edith E. Schwegler is branch librarian, has placed a collection of 150 books at P. S. 30 for use of children in the classes for cripples. Jane M. Colyer, children's

librarian, goes to the school every Tuesday to place new books in the collection and exchange books for the children. The titles are selected from approved lists of books for children and effort is made to have clean, attractive looking volumes.

Principals and teachers at schools with crippled and cardiac classes are enthusiastic about the work being done by the library. Without this service, according to Mrs. Martha A. Youngs, principal of P. S. 34, most of the children would be without the joy and benefit of books and the school would be handicapped in its work of educating them. Louis Kornfeld, principal of P. S. 30, also speaks in high praise of the work.

Once every year the children of the crippled classes at P. S. 30 are taken in the buses to the Red Hook Branch instead of to the school. There they have a story hour in front of a log fire burning in the large open fireplace and have opportunity to see the many shelves of children's books.

Evelyn E. Barnes of the Brownsville Children's Branch visits St. Giles every Friday afternoon to exchange the books loaned to the crippled children there. She also tells stories and reads to the little patients. More than 150 volumes of children's books are kept at St. Giles and many of them are changed each week. They are selected not only for their titles, but for attractive appearance and because they are easy to keep open when read in bed. The service given crippled children at Kings County Hospital is similar to that at St. Giles and is in charge of Linda M. Sands, assistant superintendent of extension work.

Other schools at which crippled children are supplied with books are P. S. 162, P. S. 219 and P. S. 238. All of these have several classes of this kind. Service also is supplied to other schools which have only one class for cripples.

It will be seen from the above that the first paragraph is complete and contains all of the essential facts. The rest of the story consists merely of more details.

It is well also to bear in mind that certain times are better than others for release of news stories. Monday is considered the best day as advertising then is light and there is more space for news, especially in morning papers, where the day following Sunday or a holiday does not produce many important happenings. Saturday is probably the worst day.

The Public Library

"The Public Library . . . is the most democratic of American educational institutions. It is free to every person. Color or race, nationality or creed, makes no difference. It is free to every person who wishes to read, and who is willing to read. If the schools will only teach the reading habit, the library will educate the world, for the public library of America is free to every new idea, free to every fresh point of view; nothing is barred because it is new or radical or different. The public library is free from party politics; it is free from religious intolerance and prejudice. The public library provides information on all sides of every important question—so far as its funds will allow."

—WILLIAM ALLEN WHITE

A Newspaper Editor Looks at the Library

By WILLIAM H. HEATH

Editor, Haverhill, Mass., Evening Gazette

PUBLIC LIBRARIES and newspapers have fundamental purposes in common. Both are established to inform and to entertain the public. The former are enterprises established by the public for the public good and their success is measured by their ability to meet the needs of the public for the particular services that they render. Newspapers are private enterprises and, although the immediate measure of their success is a cash register, their ultimate and basic measure is their ability to meet the needs of their public for their particular kinds of service.

Natural and proper is it, therefore, that the public library and the newspaper, eager to improve their service, should coordinate their efforts for their mutual advantage. The newspaper can give the library publicity which is of value to the library and the giving of which is strictly in accord with the purposes of the newspaper. By giving the library publicity, I do not mean that the newspaper should publish puffs and reading notices, which all good newspapers detest; I mean merely the publishing of library news—and library news is news quite as much as news of courts and politics. Publishing lists of new books, publishing accounts of exhibits at the library, publishing stories about rare and valuable library possessions—doing this is publishing news, legitimate news, and is increasing the public's knowledge of the library and of the possibilities of usefulness and interest that it offers. Any act that increases the public's knowledge of and habit of using the library is good for the newspaper because it heightens the enlightenment of the public and makes the public, therefore, more appreciate the best efforts of the newspaper. The publishing of library news, although perhaps the most important of newspaper relations with the library, is largely routine; so thoroughly routine, in fact, that its fundamental and far-reaching importance is too rarely fully realized by the newspaper.

There are numerous opportunities for valuable contacts between library and newspaper in which the newspaper can hardly fail to see the value. The most obvious is that which enables the newspaper to take advantage of

the library's facilities for research. I don't believe that there is a newspaper in the land with the facilities for research that equal those of the average library. There are few institutions, however, that need such facilities oftener or more urgently than the newspaper. The editorial writer or the person preparing a special article often finds himself lacking in the background of knowledge about the subject which he is expected to discuss authoritatively. His own library or that of his newspaper may fail to offer him the information he needs. Where should he turn, in such an instance, but to the public library? The chances are that he will find what he wants there and that he will find it quickly because, if the library is properly managed, he will get the immediate assistance of a person who knows exactly what he wants and where it can be found.

In my work, I have found the assistance of the public library most effective. Requests for data on a particular subject meet with a prompt response that provides all the information I could desire. The well-managed library is glad to provide this service because it demonstrates the character of the library's service to one who can spread the knowledge of this service, and the newspaper man who wants to make his efforts as intelligent and as useful as possible certainly appreciates service of this character.

Most newspapers devote most of their energy to the presenting of spot news—that is, news of the moment. On their editorial page and in special articles an effort is made to interpret this news with the purpose of giving to the public an understanding of its significance. Generally, however, this service of interpretation is inadequate. The newspaper neither does nor can provide for its readers all the information about the subjects which it presents in which the readers may be interested or to which they are entitled. The newspaper, however, with the cooperation of the library, can tell readers where this information may be obtained.

I believe timely bibliographies are a valuable supplement to spot news stories of importance. The library can judge their value

better than the newspaper that publishes them. Potentially, however, their value is great and, used consistently, I believe they would prove of actual value. They consist of lists of books relating to persons, places or events in the news. I have used them—do use them now, in fact—although I depend altogether upon the library for their preparation. This is wrong. The newspaper and the library should cooperate, the newspaper notifying the library promptly the subject on which it wishes to use a bibliography; the library, of course, as the only party possessed of the information on which to base the bibliography, would prepare it. I would not, however, require that the library submit only such bibliographies as the newspaper requested. Newspapers are not infallible alert and might miss something deserving attention. Irrespective of specific requests, the library should watch for news developments on which it felt it had something of value.

Something I have never done, something which I have often considered doing, some-

thing that I plan to do is this: Conduct a question and answer department in cooperation with the library. Both newspapers and libraries receive many inquiries by mail and by telephone, I believe; I know that newspapers do. Newspapers, I believe, answer these inquiries promptly and accurately; and I assume that libraries do the same. Some newspapers conduct question and answer columns and invariably these columns are interesting to readers. In developing such a column, editors sometimes have to ask and answer questions themselves in order to train their readers in the habit of using the column. In such development and after the column has been established, the library can be of great value by cooperating with the newspaper in the research necessary to answer queries fully.

I have discussed a few of the contacts which library and newspapers can establish for their mutual advantage and I have no doubt that experience with these contacts would reveal that other contacts equally worthwhile could be established.

In Defense of Fiction

By LOUISE KELLEY

Readers' Adviser in Biography, Washington, D. C., Public Library

ONCE overheard a little girl ask what was an author. They told her an author was an individual who told stories that weren't true. I can still see the look of incredulous horror that came over the child's face. At the present time I believe I see traces of a similar distaste upon the faces of certain estimable librarians and educators. They are worshipping at the throne of the Goddess of Truth, around whose sacred pedestal no faintest suspicion of the tainted breath of fiction must be found. It is my own impression that only because the act of worshipping demands a lowered head are the Faithful prevented from noting the charming smile that plays around the corners of the sacred mouth—a fictitious smile!

Since the Upper Public are demanding the truth and nothing but the truth, what is happening? Scores of popular science, popular mechanics, popular eugenics, popular psychology data are being issued under the guise of strictly dependable non-fiction. Some of it is true, to be sure; perhaps the fundamentals are reliable, but the fact remains that the presentation, the selection of details, the emphasis

on event, are invariably handled according to the exclusive standards of fiction, if the volume is successful. I hereby demand that fiction, as such, be given its rightful due. And after winning that much recognition I hope to be able to substantiate her claims irrespective and independent of her accommodating and indispensable exploitation in other fields of knowledge. And I use knowledge advisedly, for I maintain that fiction is as much authentic knowledge as its drabber brothers.

It is generally conceded now that some of our best writers (fiction writers, or should I say creative writers?) have gone over to the field of biography. Why? Not because (as the factual fanatics would like to make you believe) they find the writing of imaginary scenes and events unsatisfying to their seeking voids, but merely because they find it more profitable. The propaganda in favor of "real" persons and "real" happenings has been put over so successfully to the librarians, the intelligentsia, and the ambitious Babbitts that they will attend the dramatized version of the household life of the Barretts, enjoy it hugely, and then go home to a righteous rest, assured

that they now know more about real life-actualities. Did not these people really live, actually go through these very gestures, give utterance to these very phrases? No, they did not. But the dramatist knew that with the present trend towards the "actual," his play would stand a far greater chance of survival if its theme, its message, its only excuse for being written, were cloaked in the disarming guise of notable characters. This means that the significance of the drama is administered subtly, warily, but the fact that it is administered is to my mind the final justification for the play's popularity, and not the fact that it is about the Barretts of Wimpole Street—who really did live on Wimpole Street!

The latter item serves as the bill-board to get the people to the theatre. Once they are inveigled so far, the indomitable determination of Robert Browning, the psychopathic manœuvres of Mr. Barrett, afford adequate penetration into the workings of the human mind and spirit to extenuate any liberties that may have been taken with the true course of events. The playwright is saying something. He is not merely retailing the process of the Brownings' courtship, interesting as that may be. He is making a true observation upon human nature and upon life—that much maligned monosyllable. He could have made the same observation with any group of fictitious characters, gleaned from the four corners of his imagination, but he would have played to a depleted house. The writers are merely clever, but they are not proselytizing.

The same is true of a great number of the popular biographies. The art of writing biographies in the strictest sense of the word is a special aptitude. And it does not coincide with the art of the imaginative writer. In fact they conflict very decidedly. In order to write an accurate, literal, provable biography certain traits are necessary. These are: first of all, an untiring zeal for collecting data, a slavish adherence to the letter of truth, and the self-effacement of the biographer in the biographee. None of these traits is possible to the true creator. To begin with, data has no interest for him unless he be permitted to use it, to adapt it, to twist it into some meaning; this, the tight laws of the trade preclude him from doing. There can be no marshalling of events to point to a telling conclusion; the thing happened another way. There can be no sudden dramatic effect; the effect was ruined inadvertently by some trivial incident. There can be no outlet for the individual conviction of the writer—only a complete submersion, a lending of himself to an uncongenial creed. This the true artist may not do

and be at peace with his own honest self.

So what does he do? He gives as far as possible a true-to-life portrait of the subject, adhering to most of the circumstances surrounding his span of years. However, these serve merely as the framework for the creating, the bringing to life, of a figment of the writer's brain. He may even go so far as to delude himself that the subject of his biography really does resemble this creature he is modelling (with his own clay) but this only affords the Goddess of Truth another opportunity to display her fictitious smile. She is not deceived!

And once more the truth-mongers, the barking beggars who demand bread and not cake, are being handed unwittingly sweetened fare. But they are being told truths about human nature, about the natural laws of cause and event, about the essentials of human conduct. For this can only be done where the painter is at full liberty to arrange his canvas at will. The average landscape, the average life of an individual, is too complex, too indiscriminating, too conglomerate to produce anything but confusion, bewilderment, chaos. It requires the artist to select the significant details, to arrange them, to draw a dependable conclusion.

And is this not truth? Given X and Y, the product of their combination is XY, but it is impossible to reduce human behaviour to such simple factors. This the creative writer undertakes to do through a manipulation of facts to fiction. Not even the psychologist with all his intricate analysis can compete with the novelist, the dramatist and the poet. The psychologist has to go backward, to pick up the threads, some of which are unravelled, some broken, some missing altogether, in order to give his hypothesis. Whereas the writer begins at the beginning. He has all the strings in his own hand; did he not produce them as they were needed to make his character an explorer, a misanthrope, a philanthropist, a gangster . . . ? Surely, we human beings cannot afford to dispense with the most vital of all sciences—that of human beings?

Yet, that is exactly what is in process of development in our higher centers of education. There is a widespread movement in public libraries right now to dispense with all fiction, with the possible exception of the classics, which are still in demand by educational courses.

Those who admit the merit of the classics for purposes other than the tracing of the history of literature, should be more open to admitting the value of modern fiction. This value not only exists apart from its possible addition to the recognized body of literature,

but constitutes its most important attribute. First class fiction attempts to evaluate, to explain present trends of human thought and conduct. It has the most direct bearing upon the behaviour of each one of us. Granted that Shakespeare made universal observations upon human nature, observations that are timeless in their validity, nevertheless even Shakespeare was limited to the age in which he lived. Certain discoveries, certain revelations, certain developments that were absolutely dependent upon the unrolling of time were unknown to him. As were also the particular conditions of modern civilization, which render our problems of personal conduct a somewhat different proposition from those confronting Shakespeare's immortal characters.

For this timely criticism and observation we are absolutely dependent upon the writers of our own age to supply. And I believe it is from these writers that most of the influential literature—that literature which exerts a definite influence upon the subsequent lives of its readers—must arise. Yet our worthy educators would do away with this important source of information (to borrow a phrase from their own vocabulary). It can't be proved to be true, they shout.

And yet it can be proved to be true. It can be proved valid through the only standards that have a right to be applied to any branch of knowledge—its own standards. There is a very specific, comprehensive, exacting body of laws governing literature as there is for all recognized branches of knowledge. The drawback consists of the paucity of its familiars. The writers know of its existence (the best ones) and they know when

they have refuted its laws or betrayed one of its precepts. But the readers know nothing about it. The most discriminating know when they like a piece of literature, perhaps, but they very seldom know why they like it.

If the librarians, the educators and the culture-hounds are so afraid of the deleterious effect of the mass of inferior fiction (they rarely exercise the same distrust of non-fiction) why not educate their own members, and through these members the public to a sound appraisal of good fiction? I suggest that we have a few more courses in literature appreciation, not just appreciation of Milton's *Paradise Lost* or Chaucer's *Canterbury Tales*, but a scientific approach to the fundamentals of good literature, a grounding in the standards of literary craftsmanship which will furnish the individual reader with a minimum of critical self-confidence. If the librarian, for instance, could possess himself of the rudiments of this science (for literary criticism is a science just as much as astronomy and kitchen physics) and then could pass on this knowledge to the reading public, the latter will be in a position to take advantage of the most (with no exception) vital source of self-improvement and self-development available to man.

Personally I detest those words self-improvement and self-development—they are so self-conscious, so in-looking, whereas my conception of existence is as an exhilarating, expanding experience requiring all possible guides and cues for its fullest understanding and participation. And not the least of these guides and cues is modern fiction, the stories that are not true.



Monarchy and Democracy in Popular Education, the School and the Library

By W. E. HENRY

Dean Emeritus, University of Washington Library School, Seattle

IN OUR schemes and devices for educating our children we have, until recently, thought of our great public school system, reaching over the entire country though varying in details to a degree, and covering the period of youth, as the fundamental instrument and almost alone. We have not considered the characteristics of this educating process in comparison or contrast with other processes that are growing beside and along with and sometimes within the school.

We have created our schools, planned our courses of study largely by accretion, devised our processes of teaching from the kindergarten to graduation from the university, and have demanded that every one of our patrons take this course or another quite similar in content, with texts specified and advanced reading perhaps carefully selected. Then when all these things are well done, the student may graduate from the school if he has not "quitted" earlier.

The whole group of courses of the school, the management of the school, the attitude of the teacher are all the strictest type of monarchy as a form of administration. The student follows implicitly what the school directs. No other controlling power is recognized. Beyond the kindergarten, reading is largely dictated. The school tries to keep the classes so busy that there is little or no time nor taste for outside reading interests not a part of the school.

The average member of the human race is as lazy or indifferent to outside possibilities of his assigned work as conditions will permit. All this combined, examined, and thought of as a form of direction and control, and expressed in the language of our study of government, is monarchy in form and almost absolute in degree. So our schools, from bottom to top, are almost absolute monarchies, and it seems impossible that any of them should accomplish the end toward which they are directed, intelligence and good citizenship, by any other road than the one indicated and now traveled.

We are all aware of the efforts that have been made over and over again in the very early stages of organized schools, generally

thought of as kindergarten, in which each of these tiny young individuals were allowed and even encouraged to do what and as he likes, totally disregarding the taste, temper and welfare of all his class. Such has been done, is being done and doubtless will occasionally continue to be done, but in all the cases with which we are acquainted the youngster so started in his educational career has in his later years and very soon found that he must cooperate with his mates or get into serious trouble, and finally yields to the taste and practice of the group.

I think we have found ample testimony that the school from bottom to top—from the kindergarten to, but not through, the graduate school—is a monarchy. I should strongly object to sending a student of any age to any school that is not a rational monarchy. I believe in and heartily endorse monarchy, but while we retain it, we have recently added another system of education, quite as valuable, wholly different, just as important, but a real democracy. Monarchy and democracy have become two wholly unlike parts of our popular education. They must be maintained, but neither must assume to control nor encroach upon the other. In recent years the public library has been becoming and now is a second great educational institution open to all who can read. The purpose of the education of the young is to make him self-helpful and self-directing.

The public library has become a fixed, well-established and greatly appreciated institution, and is now in process of universal and popular appeal, and is moving into the high school with trained administration.

I think it the most alive and growing institution now in process, toward full development, that now exists. It is growing more rapidly, exciting more concern than the public school ever did in the same length of time. It is making the rapid strides now recognized because it appeals to individuality and personal concern more than does any other institution, and develops an individuality more strongly than other forms of social growth—church, school, business.

If I were trying to state a reason why this

rapid growth and keen personal concern is great, I should say it is because it is the most democratic of all our cultural efforts. It develops and encourages individuality by giving us the thought and emotion of many. In the school the individual takes what is offered whether he likes it or not. In the library he gets what he thinks he wants. If he finds it is not what he wants, he returns it with no concern to anyone but himself. When he reads, he accepts it if in harmony with his taste and interest. If not in such accord, he puts it aside and makes another effort. He reads what he likes, believes what he wants to, and omits all opposite views after thoughtful consideration. The public library is the absolutely democratic institution, and each patron uses it as he likes within legitimate limits.

This doctrine is not wholly true when a library, not a public library, is a part and an instrument of an institution that has a specific purpose other than for the community. The school library should be selected to some degree by each teacher if that person is familiar with and fairly judicious in the available literature of the subject and of a grade that the students can best comprehend and apply. However, the well-prepared librarian is usually much more familiar with the bibliographic sources than the teacher. The ideal plan is, however, generous cooperation of librarian and teacher without dictation from either.

We must, however, have both a school view and a library view of the content of the library, but the librarian must select, organize, and control the content, and direct its use for the same reason that the teacher must control the teaching processes.

The librarian knows the school much better than the teacher knows the library, for each librarian has been in the school through a series of years, but usually the teacher has not been familiar with the library in a creative, comprehensive and administrative way.

The school library is not a prison, and the question of discipline and police service should not fall to the librarian. She should not be considered a disciplinarian. If the question of discipline or improper conduct arises, it should be a question of school administrative responsibility. The library is a workshop, and questions of discipline should be removed from it as far as possible.

However, the relations of the teachers and students should be as far as possible a kindly, friendly, cooperative attitude from all and to all concerned. No person can do a really worthwhile library service for the school and

at the same time have much teaching responsibility, which is no part of a librarian's responsibility. It is a serious question in my mind whether the "teacher-librarian" in the high school is the proper beginning of what we wish to be a success when "it grows up" or whether it will demonstrate itself as a failure. An inadequate test of a great movement has frequently delayed, if not wholly defeated, what might have proved a great and highly appreciated success. A deformed child is likely to become a seriously crippled grown-up and a defective member of society.

We can scarcely expect good library service from a "teacher-librarian" when she is expected to give five hours per week to teaching Geometry I, the same amount of time to teaching Geometry II, then ten hours per week to girls' physical education and ten hours per week to the library. These requirements are now made of teacher-librarians. One says: "I teach chemistry five hours per week, biology five hours, history five hours, home economics five hours, coach dramatics and debate and give two hours per day, or ten hours per week to the library."

Another teacher-librarian teaches twenty hours per week and has library work one and one-half hours per day or seven and a half hours per week. Another reports teaching twenty hours per week, fifteen in English, five in history, fifteen hours per week in library work or three hours per day, part time in the junior library, part time in the senior library, but they are in different buildings. Similar to these are sixty high schools in the state. What may we expect?

I emphasize the high school library as strongly as possible, and yet I cannot quite do the subject justice though I have had some years of experience in both high school teaching and in library service. Our civilization is growing rapidly toward universal progress, so we must see that the future men and women of our democratic country get their key to culture and progress from the books in the libraries of their time, starting with the school libraries and bridging across to what we properly call the public library. The school teaches us how to read, which may be a wrongly used power, but we must risk it. The library, whether in school or out, must guide us in what to read and help us think correctly of what we read.

The drama and the theater are great cultural blessings to our race, but the careless, crude, vulgar presentation of the movie may be damning the wonderful possible culture of the dramatic presentation of the most vital experiences of our lives.

The Sunday Inventory

By FLORENCE RUSSELL

In Charge of Circulation Department, Free Public Library, New Haven, Connecticut

A DISTINGUISHED New England librarian, no longer living, when asked his opinion about an annual inventory, used to reply that he had no desire to learn how many books had been stolen from his library during the year. As only a record of stolen books, never to be reclaimed merely through a knowledge of their loss, the inventory is surely not justified under present economic conditions. In the public library in New Haven, where an inventory has been taken systematically for forty years, it is our belief that the expense of this operation is fully justified by the increased efficiency resulting from the information obtained. First of all it is important to keep the public catalog and the shelf-list up to date by knowing exactly what books are missing. The inventory records enable the library to answer many questions concerning unfound books, including those for which reserve post cards have been filed. They are extremely helpful when replacements are under consideration. Indirectly, the inventory uncovers many mistakes in books and records.

In 1922 a plan for taking in one day the annual inventory of the large collections in the main library was worked out. The branch libraries and a few special departments in the main library have not adopted this system, since in these cases the inventory may be taken in a comparatively short time by using the conventional method, and since there are not enough people on the staff to take an inventory of all branches and departments in one day. Prior to 1922 the bulk of the inventory of the main library had been taken little by little in such a way that it was spread over the greater part of the year. The burden on the staff schedule was severe because it was necessary to plan this in such a way that groups of two workers would be free at the same time. It seemed to us that the work was never thoroughly done and it was certainly never up to date.

The one day inventory must be taken on a day when the library is closed. The first or second Sunday in May was originally chosen, and from our recent experience with an April date, it is apparent that the later date is preferable on account of the smaller number of books likely to be in circulation. The employees prefer an earlier date on account of the

lesser risk at that time of sacrificing a Sunday with pleasant weather.

The day is selected fully a month in advance and a notice posted on the staff bulletin announcing it. A subsequent notice contains a list of the assignments for the inventory, the names being arranged in pairs. Inventory Sunday is preceded by several weeks of energetic preparation. Assignments are made from a division of the shelf-list trays, consideration being given to extraordinary difficulties encountered in certain classes of books. To save time, sheets of ruled paper containing four or five columns to the pad are provided and guides made with each person's name for use in the circulation trays.

Beginning Thursday before the inventory the circulation is arranged in one numerical file, a procedure requiring about a day and a half. The circulation for Friday and Saturday is inserted into this file as the book cards become available. The circulation remains in this order until the Thursday following the inventory when about one day's work restores it to the original order. After the close of the library on Saturday evening, the circulation trays are divided according to the inventory assignments and each one is placed on a table together with the ruled pads, slips of paper to be placed in books for corrections, and a card of ordinary pins to be placed in book cards noting errors in the circulation so that these books will be corrected on return. All out-of-place books, such as those in the repair department and temporary collections, have been replaced on the shelves in preparation for the inventory. The book cards for bindery books and those about to be sent to the bindery are filed in a single numerical file. For days in advance all the shelves have been carefully revised to save time on Sunday and all wooden dummies for missing books of the previous inventory are removed from the shelves. Several extra shelf-attendants are scheduled on Saturday evening and no one on duty at that time goes home until all returned books have been slipped and properly shelved.

Typed directions explaining the method for reading the shelves and indicating a list of places in which to hunt are distributed to each worker several days in advance. The week before the inventory various duties are

given to the loan department staff for which they are held responsible prior to Sunday. A list of these tasks is kept and checked off each year to make sure that nothing has been forgotten. Notes are also made from year to year concerning sections of the shelves that have proved too difficult to be covered in the allotted time. Suggestions for improved methods which may occur to anyone of the workers are also noted for use in future years.

Since losses from the closed stack are comparatively few, an inventory of these collections is taken only every other year. When the inventory includes the stack, as it did in April 1932, practically the entire professional staff including the branch personnel together with almost half the shelf-attendant staff are employed. As compensation for this special Sunday work each assistant receives double time off. This plus time may be used during the twelve month period following the inventory. It has been our custom to pay shelf-attendants double time for inventory Sunday but it may prove to be less expensive to pay them also in time instead of money.

An interval of approximately six weeks is allowed between the completion of the inventory and the submission of a final report from each team of workers. This final report is neatly typed in full in a loose leaf inventory book, a separate book being kept for each annual inventory. A notation is made of all titles and volumes of which, through some oversight, the library has no copies at all. Wooden dummies are made and placed on the shelves for all missing non-fiction books, each dummy containing the year of the inventory when the loss was noted. When the inventory losses of the previous year have been confirmed or corrected in accordance with the results of the current inventory, the books still unaccounted for are marked "missing," with the year, on the shelf-list. The number of copies of each title remaining is written in the inventory book in red ink to serve as a guide for replacement. All work on the inventory is completed by the first of July when vacations begin. At the close of

the vacation period in September, we begin replacing the books reported missing at the inventory of the previous year, or, when replacement will not be made, removing their cards from the catalog and indicating this on the shelf-list. By December, everything has been finished and the cost of replacements has been charged to the budget of the current year.

On the inventory day books requiring correction of any sort are placed, accompanied by notes, on tables prepared for them near the desk of the shelf-lister. In about a week's time all difficulties have been cleared up. The shelf-lister is placed in charge of collecting such books during the day of the inventory and she finds time to make many corrections while the inventory is going on. Incidentally she also serves us coffee and doughnuts at 11:00 in the morning and tea at 4:00 in the afternoon.

THE ADVANTAGES OF THE ONE DAY INVENTORY ARE AS FOLLOWS:

1. The work is more quickly and efficiently done because of the intensive preparations which could only be made for a special occasion. It is completed within a two month period instead of being spread over the twelve months with resultant difficulties for the schedule.
2. More definite and up-to-date records are available.
3. A definite time is fixed each year for removing the dead material from the catalog and shelf-list and for reordering books no longer on the shelves.
4. The rearrangement of the circulation in a single file preparatory to the inventory affords an opportunity to check up all troublesome reserves and snags and results in the discovery of many mistakes—a sort of spring house-cleaning, as it were.

POSSIBLE DISADVANTAGES OF THE ONE DAY INVENTORY ARE AS FOLLOWS:

1. The pressure under which the inventory is taken has proved somewhat burdensome especially to the older members of the staff. Aside from the fatigue of the inventory itself is that which comes from working thirteen days without a break. Because of the pressure, various doubtful points may be passed over.
2. Overdue notices are being held up several days with consequent loss of time in getting caught up again.

Reflection

Beauty is a lily,
Sparkling and cool,
Its bowl of dewy petals
Steaming in a pool.

Meditate on beauty,
Hold it, and look!—
Beauty shall be doubled,—
A lily in a brook.

—LEW SARET IN
Wings Against The Moon.

Teaching the Use of the Library

By LULA RUTH REED

Librarian, State Teachers College, Valley City, North Dakota

THE SCYLLA and Charybdis that confront the pilot of a Teachers College Library are the need of instructing prospective teachers in the use of the library and the lack of sufficient help. In this dilemma a decision must be made either to turn a deaf ear to the needs clamoring for constructive action, or to face the issue squarely and eliminate all non-essential details.

Following the traditional methods the librarian is apt to assign problems that call for many hours of revision. As the results are of questionable value, one inquires whether this procedure should be retained. The following course was evolved because the writer felt that the results of the usual method did not justify the expenditure of time and energy. Use of this new plan for two and a half years seems to have justified the departure, as students evince a better knowledge of the library and its facilities than formerly, there are few papers to grade, cheating is practically eliminated and the instructor is able to judge more accurately the actual development of an individual student.

The underlying principle is that the library is used as a laboratory during a supervised work period. This is possible because the reserve book room is separate from the main reference room. If this were not feasible, the books under consideration would have to be taken to a classroom during the hour to reproduce, as much as possible, the library atmosphere. Since an attendant is at the desk to check out books if desired during the class period, no hardship results for any one. It has been found that few people need to avail themselves of this privilege. Preparation for a class period consists of a study of the books for the next lesson, including the making of a chart, showing, in tabular form, their chief characteristics. The problem, however, is not done until the class period so that the instructor is able to judge whether the pupil is capable of independent work, how adept he is in using reference books, and how thoroughly he has grasped the fundamental principles of analysis of reference questions and association with the proper types of books in which to look for information. He is graded as the work is done, leaving no papers to correct. In certain lessons the method is varied

to allow socialized discussion, permitting judgment of the student's command of English, his poise, and his ability to do constructive thinking.

Since the school is organized on the quarter basis, and the Library Methods class is a one hour credit course, eleven lessons are planned, with an extra résumé period if the calendar allows the extra hour. Each period is treated as a distinct unit, with a definite portion completed. The number of lessons should be increased to permit the inclusion of additional material and for drill upon essentials. This, however, is not possible under the present curriculum of the school. The outline of lessons is as follows: (1) Introduction to the Library, Library Etiquette, Principles of Classification; (2) Call Numbers and Shelf-list; (3) Card Catalog; (4) Periodicals and Periodical Indexes; (5) Encyclopedias; (6) Dictionaries; (7) Literature; (8) Biography, Geography, History; (9) Social Sciences; (10) Science, Useful Arts, Fine Arts; (11) Quiz.

Lesson one is an orientation period, with explanation of Library rules, treating them constructively as a code of library etiquette, and an explanation of the fundamental principles underlying library classification. Certain numbers are assigned for memorizing. Lesson two continues the work on the classification. Shelf-list drawers are distributed, one to each group of four students, to show the principles of classified arrangement, alphabetical arrangement within class, and the details of author, title, imprint and accession number. The assignment is the chapter on the Catalog in the text, which is Hutchins, Margaret, and others, *Guide To The Use of Libraries*; Abridged Edition. The third lesson consists of problems on the catalog. There are prepared so that no two questions require the same drawer. Four types of questions are planned so that each table (a group of four) has all kinds, though each student looks up only one. These are author, secondary cards, such as illustrators, or editors, title, and subject entries. After checking the problem, the instructor leads the discussion of the general principles involved. This is followed by the identification by each student of the various items on an author card. The assignment is

the preparation of a tabular chart on seven periodical indexes. Lesson four consists of a discussion of the charts on periodical indexes, the use of periodicals and some important magazines. This is followed by a problem in which each student selects one item from the *Readers' Guide*, copies it on a slip, finds the article and brings it to the instructor for checking, thus carrying through the whole procedure of using magazines for reference purposes. The assignment is the preparation of a tabular chart on encyclopedias, giving scope, period covered, arrangement and illustration. Lesson five consists of two parts. One part is a problem on encyclopedias done by a small group, with questions emphasizing differences in scope, period covered, arrangement and illustration. Analysis of questions forms the basis of discussion after the problem is completed, the instructor bringing out the fundamental principles of reference question analysis and the association with specific reference tools. While the group of students is working on the problem, the rest are preparing sales talks on the encyclopedias, to present to the school board (represented by the students who worked on the problem). Groups of two to four (depending on the number in the section) are assigned to each encyclopedia and the time is given to allow the division and organization of the talks within each group. The discussion often has to be postponed until the next class, especially if the section is large. The assignment consists of the preparation of a tabular chart on twenty-four points of comparison of the *Webster*, *Standard* and *Century Dictionaries*.

The sixth lesson is a discussion of the differences found in this study, and of the principles involved in the selection of a dictionary for a school, emphasizing (1) policy on reformed spelling; (2) order of definitions; (3) diacritical marking; (4) general principles of arrangement of material; (5) placing of illustrative material; (6) synonyms and antonyms; (7) standard of usage. The assignment is the preparation of a tabular chart for a selected group of literature reference books, exemplifying the following types of material:

(1) Collections—(a) General, (b) Poetical; (2) Quotations; (3) Handbooks, or Allusions; (4) Indexes; (5) History of Literature. Lesson seven consists of a problem, as in encyclopedias, with discussion of general principles and of the individual books in the lesson. The assignment is the preparation of a tabular chart on selected reference books of various types of the 900 division of the Dewey Classification: (1) Biography—(a) General Biographical Dictionaries, (b) Prominent Living Persons; (2) Geography—(a) Gazetteers, (b) Atlases—General Geographical, Commercial and Historical; (3) History—(a) General Collected History, (b) Collected History of Special Countries, e.g. United States, (c) Handbooks, (d) Outlines, (e) Classical Dictionaries. Lesson eight uses the same procedure as lesson seven. The assignment is types of books from the 300 division of the D. C.: (1) Statistics; (2) Political Science and Government; (3) Education; (4) Customs. The ninth lesson follows the procedure of lesson seven, with assignment for Science, Useful Arts and Fine Arts. Emphasis is placed on books suitable for small schools. Lesson ten consists of problems, discussion and review. General principles are stressed, preparatory for the quiz. Lesson eleven is a quiz, which aims, primarily, to bring out the principle of association of types of reference questions with types of reference books, the student writing only the name of the reference book he considers the best probable source of information for each question. A limited time is allotted to this section. The remainder of the quiz is devoted to questions involving the use of the library and the selection of books.

If the calendar allows an extra class, a résumé is given, emphasizing certain principles and correcting the weak points as revealed by the quiz. Throughout the course instructions on the proper care of books and on how to examine them intelligently are included. With the economy in time and energy effected by this labor-saving method, a small staff is able to avoid both Scylla and Charybdis, maintaining library service, and also assisting constructively in the preparation of better teachers.

"In Books lies the soul of the whole Past Time; the articulate audible voice of the Past, when the body and material substance of it has altogether vanished like a dream. . . . All that Mankind has done, thought, gained or been; it is lying as in magic preservation in the pages of Books. . . . But the place where we are to get knowledge, even theoretic knowledge, is the Books themselves! It depends on what we read, after all manner of Professors have done their best for us. The true University of these days is a Collection of Books."

—THOMAS CARLYLE, in *Heroes and Hero-Worship*.

THE LIBRARY JOURNAL

September 1, 1932

Editorials

AGAIN, as in 1918, clearly seeing the part libraries should play in an unusual period of the country's history, the American Library Association steps forward to put before the country a plea for careful reconsideration of the importance of libraries to all communities and of the educational necessity of book collections. The continued erection of libraries is imperative because they supply one of the most suitable means of reawakening a building program in our country and also because the public is everywhere indicating that it is turning to the libraries in this crisis for practical help while the public libraries are supplying the type of help that will develop broadened interests which, when backed by a returned buying power, will provide markets for the all too extended production facilities which the country has built up. The new A. L. A. administration with Harry M. Lydenberg of the New York Public Library, President, has called into conference on this important national project, a group of citizens known to be devoted to library needs and there is being incorporated in the State of New York a corporation to be known as "The Association for Progress Through Libraries." It is pointed out that while the discussion in Washington on the Reconstruction Finance Corporation has been pointing toward self-liquidating projects such as highway, toll bridges, and water works, such plans cannot make a fully adequate national program, as they would provide outlets for only part of the energy and labor which should be put to work. The public library as a public construction enterprise has the advantage in the present discussion of being a non-competitive type of building which does not make any other building in the city of its location less profitable but on the other hand the better library facilities make the whole community more enlightened and more progressive and therefore better able to support the industries already built up. It has been objected that the Reconstruction Finance Corporation cannot lend to municipalities, as the government has no relation to municipali-

ties as such, but it seems likely that this agency will find ways to establish relations with cities, and already there is discussion in Washington of so amending the Reconstruction Finance Corporation Act to permit direct loans. The A.L.A. will proceed to canvass the country as to the state of building projects in order to be ready to point out how much desirable and needed expansion could be undertaken if such loans were made available for municipal purposes.

THERE IS much of interest this month on the question of salaries. Louisville has found itself in such satisfactory condition that the ten per cent deducted from salaries since February first has been refunded to library as well as all other city employees. Oakland, on the recommendation of the City Manager, has increased the library appropriation, despite reduction in assessments and in tax rate, indicating drastic economies in other fields. Duluth, which had voted to close the branch libraries, has decided to keep them open, largely on the recommendation of the Mayor's Committee on Unemployment. With the same purpose in view, there are still salary reductions in process, and in this category the most interesting action is the voluntary resolution of the United Staff Association of the libraries of Greater New York taken at its summer meeting to accept the Mayor's suggestion of relinquishment of a month's salary, provided this reduction be arranged to cover twelve months and provided all other departments of the city accept the reduction, this last doubtless including the higher salaries, many of which have been increased despite the depression—a creditable and commendable action on the part of the staffs.

A PLEASANT picture that was of the American home where the evening lamp or gas jet had been lighted with a sulphur match. The mother read to the younger folk from Andersen or *Little Women* before bedtime and thereafter the husband read aloud from the treasures of English prose or poetry to the wife engaged in her family sewing or fancy work. With the flash of the electric light, the call of the movies to the children, the attractions of contract bridge parties for the wife and the like advances of civilization, or the contrary, this picture has passed beyond recall. But may we not retain or revive some of its good features, especially the decadent practice of

reading aloud, as suggested by Trustee Farndale of the Riverside Public Library in his paper on other pages which THE LIBRARY JOURNAL has been holding for some time in trust for its readers. Not only, as he points out, should reading aloud bring out the best features either of prose or poetry, but in its absence "English undefiled" in our voices is apt to become careless and degenerate. Story reading in our libraries by cultured voices should help toward a renewal of this habit, for the children may then beg another reading from the mother. It is especially important that in the schools, not least in our library and normal schools, reading aloud should be a definite educational practice, for there is much complaint that in the rural districts and perhaps also in our cities many teachers in the elementary schools give examples of anything but good English pronunciation to the children whose diction is of course largely an imitation of their elders' speech.

WITH RESPECT to the movies, which in their highest forms are remarkably educational and in their lowest forms degenerative beyond anything except the vulgar comic strips in our newspapers, the interesting movement which has been headed by President Hibben of Princeton is reaching its culmination in reports and suggestions for immediate action toward which the libraries may definitely help. A preliminary report is to be made in three articles in *McCall's Magazine* for September and following months. In one village library the Board of Trustees at its monthly meetings had reports as to the screen pictures offered to the children from one or more trustees who had made it a point to observe them, and the remonstrance from the Library Board or its members to the movie managers was not without effect in bettering the tone and quality of the pictures. The libraries can also encourage the better class of pictures by advertising them on their bulletin boards and thus winning the good will of the managers and the screen profession. There are many elements of good and much desire for improvement within this calling, and the best way to discourage the bad is to encourage the good by the active cooperation of "the better element".

HERE IS food for thought in Mr. Henry's rather novel suggestion that while the schools are organized on "monarchic" methods, that is on the authority

of a single person as the teacher or of an authoritative board, the library represents democracy because automatically it responds in its service to individual demand and modifies itself to meet such demand. "In the school the individual takes what is offered whether he likes it or not. In the library he gets what he thinks he wants. If he finds it is not what he wants, he returns it with no concern to anyone but himself." This does not mean that the library may not influence its clientele for the better, perhaps even more than the teacher, through the encouragement of selective reading and such helps as the A. L. A. tractates on *Reading with a Purpose* offer. The usefulness of these publications in particular should not be overlooked because their novelty has passed, for with revision from time to time they are good for all times. An interesting corollary from Mr. Henry's paper is the thought that the library is a natural leader in training for democracy and must accept the responsibility which that thought implies.

GOOD WORK has been done in Brooklyn by the special assistant to the librarian charged with publicity, largely because of his practical experience as a newspaperman, and the suggestions made in his article, as in the preparation of copy for newspaper publication, are useful indeed. Of course only the larger libraries can afford a special publicity representative, and in their case a substantial salary to the right man is often a good investment in the interest of the people. In other libraries what Mr. Surguy has to say will be of help to librarians charged with this kind of work as one of their duties, and nothing is more important that that the public should be adequately informed of the services which the library freely offers, information important not only in increasing library patronage but in widening the financial support of the community through the annual appropriations by the authorities. It is the practice in the Board of Trustees of one of the larger institutions to have from the director at each monthly meeting a statement of the number of newspaper notices that have appeared during the month, sometimes with brief statement of their trend, which latter feature may be especially useful. It is good to note the increasing amount of attention to library questions, as in the *New York Times* editorial columns, in recent years.

Librarian Authors

MARY JOSEPHINE BOOTH was born in Beloit, Wisconsin, where she graduated from Beloit High School and Beloit College. After graduating from high school, she taught in the primary department of the Beloit city schools before entering college and after college she taught two years in high school. She was graduated from the library school of the University of Illinois in 1904. After graduation she went to Charleston, Illinois, as librarian of the Eastern Illinois State Normal School (since then the name has been changed to Eastern Illinois State Teachers' College), the position she holds today. The library did not have much money to spend at that time so Miss Booth was forced to get as much free material as possible. At that time a helpful department was published in the Wisconsin *Bulletin* entitled "Shirt Sleeve Literature" and she made an exhibit of some of the material she collected and wrote to the editor about it. In reply, she was asked to list the exhibit material. This was the beginning of the *Material on Geography*, which was published as a List of Material, which may be obtained free or at small cost, by the Eastern Illinois State Teachers' College in 1914, 1916, 1920, 1923, and was revised again in 1927 (the fourth revised edition) and in 1931, fifth revised edition, published by Miss Booth herself. In 1915-1916 she was President of the Illinois Library Association.

In November, 1917, she sailed with a group of Red Cross canteeners for France and for almost six months she was stationed at Issoudun, the third aviation training center. It was here that a little library, open only at night, was started with money sent one of the canteeners for whatever was most needed. In May, 1918, she started working in Paris for the American Library Association first in the warehouse, then later classifying the library at 10 Rue de l'Elysée, before it opened as the American Library. At Chaumont, she started the organization of the General Headquarters Library which later was taken to Paris for the Peace Conference. She says that perhaps the most interesting experience she had in library work in France was the distribution of the books in the warehouse at Gievies to the 20,000 or more soldiers stationed there. In January, 1919, she started for Coblenz. In the Festhalle was a library for the soldiers in Germany and there she worked until April, 1919. Here it was they had rows of empty shelves for the soldiers from many kilometers



Mary Josephine Booth

around came for books and the shipments from Paris did not keep up with the demand. In July, 1919, she returned to Charleston, Illinois, to continue as librarian of the Eastern Illinois State Teachers' College.

Book Week—1932 November 13 to 19

"BOOKS FOR Young America" is the theme for Book Week this year. With so much public interest directed to national affairs this fall the idea is particularly appropriate. It will be widely interpreted of course, to include not only the many books about our own country but also any books which give young Americans an understanding of the rapidly changing world in which we live. The classics too which are a part of every American child's cultural heritage will be displayed at Book Week, and be included in the program. An effective new poster "America's Book Parade" and a manual of suggestions will be ready early in the fall. Requests should be sent to Book Week Headquarters, National Association of Book Publishers, 347 Fifth Avenue, New York City.

Cuts and Economies

Oakland Library Budget Increase

WORD IS RECEIVED from Oakland, California, (John B. Kaiser, Librarian) that in spite of a cut of over \$15,000,000 in the assessed valuation of the city and a reduction of four cents in the city tax rate, the City Council, on recommendation of the City Manager, has increased the library's appropriation \$8,000 over the original appropriation for 1931-32. Oakland's original 1931-32 appropriation from taxes for library purposes (including two museums and an art gallery under the library board's direction) was \$250,000, but later in the year another \$2,500 was added to equip a new, small branch. For 1932-33 the Council has voted \$258,000. Additional incidental revenues are over \$16,000, so that the budget for 1932-33 is approximately \$274,000. During 1931-32 the circulation of books in the library system increased 13 per cent, totalling 1,929,075, with a population of 284,063, or a per capita circulation of 6.79. Thirty per cent of the population are registered borrowers.

A Cheerful Financial Report

THIS LIBRARY has had in effect since the first of February a ten per cent salary cut affecting everyone in the organization. Last week we had the pleasure of announcing that the total amount deducted from salaries for the six months period since February first would be refunded in full. This was possible because our receipts from taxes and from other sources have proved larger than we had reason to hope earlier in our fiscal year.

The salary refund affected all municipal employees in Louisville the same as library employees. The city authorities had the optimism to recommend a suspension of salary arrangement, rather than a straight cut, with the definite understanding that if receipts should come in better than they were afraid they might then the suspended portion of salary would be refunded wholly or in part. The refund was made in full in all departments.

In our case we will have received from the city by the end of our fiscal year, August 31, slightly more than the full \$115,000 budgeted at the beginning of the year, that is the

full anticipated yield of our three-cent levy. Our total income from other sources, namely county, rent on a property owned by the library, and cash receipts, will exceed \$88,000, with a loss only in our appropriation from the county.

In other words we are assured a total income this fiscal year of approximately \$205,000, which is identically the same amount we spent our last fiscal year ending August 31, 1931.

There seems to be only one fly in the ointment: We did have to amend our lease on the property we own reducing the rent from \$72,000 to \$50,000, but this loss was put off until our next fiscal year, and there happens to be an arrears in rent that was not budgeted this year which is to be paid in full and which will offset a substantial portion of the loss next year. Several other substantial economies have been effected which will help us to meet without serious discomfort embarrassments which may arise in our next fiscal year.

—HAROLD F. BRIGHAM,
*Librarian, Louisville, Kentucky,
Public Library.*

California Libraries And Economy

To LIBRARY BOARDS, County Supervisors and City Councils:

The *New York Times* a few weeks ago published a brief dispatch from Pittsburgh, beginning as follows:

"When the story of how the people passed through this depression is told, the service rendered by the public libraries of the country, according to observations and reading statistics here, may claim no small attention."

There is then quoted this sentence from an official publication of the Carnegie Institute of that city:

"Impartial observers say, with the exception of those agencies giving actual relief, the public libraries of the United States are perhaps our most important institutions during times of business depression."

About the same time *The Literary Digest* printed an article headed "Depression Booms the Libraries," in which it was stated that ten per cent more people used the public libraries in thirty-six large American cities in 1931 than before, over eight million more books being read than in 1930.

California libraries have felt this increased call for their service and the strain on their

resources. Everywhere more readers and a greater use of the reference service and of the books available for home reading have been evident. This great increase, mainly due to unemployment not only in the laboring but in the "white-collar" classes, has been not merely in recreational reading, though this does offer the easiest and cheapest avenue of escape from personal depression, but in efforts to spend the time in general self-education through good, serious literature, to learn from books and magazines more of the economic and social problems of the time. With many, particularly the younger men and women, reading is along lines of vocational education, the improvement of one's capacity or preparation for a different and more open field; with others it is turned towards ways of producing a little income or of reducing the cost of living, and so books on gardening, poultry raising, and repair work are called for by older men, and recipes for more economical cooking and aids in remaking clothes by women. Your own library can give you many practical illustrations of the vital service it is now rendering its patrons.

California libraries, by studying every possible economy and by increased efficiency, have tried to meet this demand for more service with practically no increase of income. It is, however, now highly important that bodies preparing library budgets and those responsible for the appropriation of public funds realize the exceptional situation of libraries among city or county departments and in making the adjustments between a legitimate demand for lower taxes and the maintenance of necessary public services take cognizance of the fact that libraries are now as never before rendering public services of the most vital significance. Failure to realize this on the part of appropriating bodies is, in certain parts of the nation, producing disastrous results in the operation of institutions to which literally tens and even hundreds of thousands of citizens are now turning for special aid in self-reeducation and the sustaining of individual morale.

In connection with movements to lower salaries of public employees it is customary to assume that all should be treated alike. However, this principle is correct only where the pay levels of all are on a par as regards the normal. The University of California has recently reported through its Bureau of Public Administration that librarians are already almost uniformly paid less than other employees in both public and private employment when the responsibilities of their positions, the value of their services and the

requirements for both general and professional education are considered.

All of this is respectfully called to your attention by the undersigned committee on instructions, by unanimous vote, of the California Library Association.

COMMITTEE:

SYDNEY B. MITCHELL, *Chairman*
JOHN B. KAISER
HARRISON LEUSSLER.

Association for Progress Through Libraries

DURING the next few months hundreds of millions of dollars will be spent by the Federal Government, by states, and by communities to provide work for the unemployed and to stimulate revival of industry.

A group of citizens interested in libraries are of the opinion that in many of these communities a portion of these "make work" funds should be spent in erecting, equipping, or improving libraries. These citizens have, therefore, chartered a voluntary organization—Association for Progress Through Libraries to focus national attention on why "make work" funds should be used in the interests of cultural and sound economic progress.

The Association has secured permanent offices at 521 Fifth Avenue, Room 825, New York City.

THEREFORE—Working in collaboration with all other agencies for the promotion of library interests, the Association for Progress Through Libraries presents these specific objectives:

1. To create a nationwide library consciousness;
2. To urge universal and adequate library service;
3. To advocate library building and maintenance as a constructive means of employment relief.

To Achieve These Ends, The Immediate Plans Are:

1. To enlist and organize individuals and groups, both business and social, in support of libraries;
2. To provide the press and other publicity media with material on the social, economic and cultural value of libraries;
3. To furnish every community, in need of adequate library facilities with such practical information and material as may be necessary to accomplish the Association's objectives.

From The Library Schools

University of Denver School of Librarianship

AT THE Commencement exercises on June 8, five students received the A. B. degree, and twenty-three the B. S. in L. S. from the University of Denver School of Librarianship. Emmy Lou Schwalb, A. B., Denver, was graduated with Highest Honors; and Gladys Boughton, Mrs. Helen Mackintosh, and Madeline Wyer, A. B., Nebraska, were graduated with Honors. The class included five men and twenty-three women.

Having successfully completed its first year of work, the University of Denver School of Librarianship has been provisionally accredited by the Board of Education for Librarianship of the American Library Association.

Pittsburgh

ON COMMENCEMENT DAY, June 14, the degree of Bachelor of Science in Library Science was conferred upon twenty-five candidates, six of whom were alumnae of former classes. In addition, thirteen seniors from the Margaret Morrison Carnegie College, Carnegie Institute of Technology, and eight seniors from the College, University of Pittsburgh, received Bachelor of Science and Bachelor of Arts degrees respectively. Two special students received certificates.

Of forty-two students in the class of 1931-1932, five are high school librarians, eighteen are children's librarians, and nineteen are certified for general library work. Announcement is made that the class of 1932-1933 is to be limited to an enrollment of thirty-five students, this number having been selected as a minimum upon which the school can be operated.

Pennsylvania

THE PENNSYLVANIA State College, The Pennsylvania State Library, The Pennsylvania Library Association cooperating, the Summer Library Courses at The Pennsylvania State College were reopened this year with the largest enrollment in their history. Three full time courses in Classification and Cataloging, Book Selection including Children's Literature and Order Work, and Administrative and Reference Work were given. Twenty-six received certificates and twenty of the number also received credits towards the Bachelor's degree of The Pennsylvania State Col-

lege. The Pennsylvania Library Association furnished two scholarships and the Alumni Association of the Summer Library School gave one.

The Carnegie Library School of the Institute of Technology, Pittsburgh, lent a fine collection of children's books and their special collection of Inexpensive Editions for the Book Selection Course.

Louisiana

The facts with reference to positions and enrollment in the School of Library Science last regular session and this summer session are very interesting. They indicate that local training is a decided factor in placement. In June there were twenty-two graduates from the School of Library Science; thirteen of these have positions for next fall, and a number more are expected to be placed by then. They have had an enrollment of thirty this summer; and of the thirty, twenty-eight have positions and about one-fifth of these are new positions.

The summer enrollment was limited by accepting only those applicants who had a B average in their undergraduate record, with the exception of two who were in positions and had already commenced their course. The numbers will be further limited by granting a degree only to those who make a B average; and the predictions are that the demand for trained librarians will be much greater a year from now than it will be this fall.

Articles For Children

MARY GOULD DAVIS, supervisor of Story-Telling at the New York Public Library and author of *A Baker's Dozen* and *The Truce of the Wolf* (Harcourt, Brace) has selected nine stories from various outstanding books for children which will appear in *Child Welfare*, the national parent-teacher magazine. The stories are for children from 4 to 8 and will appear monthly in *Child Welfare*, beginning with the September issue.

Free For Transportation

THE ANTIOCH College Library, Yellow Springs, Ohio, offers "Free for transportation" the *World Almanac* for the following years: 1919; 1921-22; 1924-31.

The September Forecast of Books

History, Travel, Biography, Literature

September 1

Lewis, Wyndham. **FILIBUSTERS IN BARBARY.**
Morocco of today and its hinterland. McBride.
\$3.50.

Lowenthal, Marvin. **A WORLD PASSED BY.**
Scenes and memories of Jewish civilization in
Europe and North America. Harper. \$3.50.

Van Loon, Hendrik W. **VAN LOON'S GEOGRAPHY.**

The story of the world we live in. Simon. \$3.75.

September 6

Ernst, James. **ROGER WILLIAMS.**
Biography of the New England Firebrand.
Macmillan. \$4.

Weigall, Arthur. **SAPPHO OF LESBOS.**
Her life and times. Stokes. \$3.

September 7

Bowers, Claude G. **BEVERIDGE AND THE PROGRESSIVE ERA.**

Based upon the career of the late Albert J. Beveridge. Houghton. \$5.

Brumm, Geoffrey. **SAINT-JUST.**

Saint-Just was identified with every major crisis of the French Revolution. Biography. Houghton. \$2.50.

Kipling, Rudyard. **HIS APOLOGIES.**

A tiny book of verse for dog lovers. Doubleday. 50c.

Thane, Elswyth. **THE TUDOR WENCH.**

The story of the life of Queen Elizabeth up to the time of her coronation. Brewer. \$3.50.

Thompson, Edwin H. **PEOPLE OF THE SER-PENT.**

Forty years' study of the Mayas of Central America. Houghton. \$3.50.

September 8

Anson, Peter F. **A PILGRIM ARTIST IN PALESTINE.**

Dutton. \$2.50.

Chesterton, G. K. **CHAUCER.**

A study of Geoffrey Chaucer and of medieval life. Farrar. \$2.50.

Flynn, John T. **GOD'S GOLD.**

First full-length biography of John D. Rockefeller and his times. Harcourt. \$3.50.

Stuart, Dorothy M. **MEN AND WOMEN OF PLANTAGENET ENGLAND.**

Activities and ideas of the men and women who peopled the dominions of the Plantagenet Kings. Harcourt. \$2.

Sturt, Mary. **FRANCIS BACON.**

Biography. Morrow. \$3.50.

September 9

Calverton, V. F. **LIBERATION OF AMERICAN LITERATURE.**

Economic influences which have controlled and directed American literature. Scribner. \$3.75.

Campbell, Kathleen. **SARAH, DUCHESS OF MARLBOROUGH.**

Biography of a notable court figure in the reign of Queen Anne. Little. \$4.

Clark, Bennett C. **JOHN QUINCY ADAMS.**

From his fourteenth year until his death at eighty. Little. \$3.75.

deVoto, Bernard. **MARK TWAIN'S AMERICA.**

Combination of biography and criticism. Little. \$4.

Markey, Morris. **THIS COUNTRY OF YOURS.**

An attempt to examine the American people in their natural environment. Little. \$3.

Morton, David. **EARTH'S PROCESSIONAL.**

Verses by the author of *Ships in Harbour*. Putnam. \$2.

Peel, Mrs. C. E. **THE STREAM OF LIFE.**

Social and domestic life in England, 1805-1861. Scribner. \$4.

September 10

Russell, Frances T. **TOURING UTOPIA.**

Detailed account of Utopian literature from Plato to Aldous Huxley. Dial. \$2.50.

September 12

An Acoma Indian. **FLAMING ARROW'S PEOPLE.**

An Indian's record of daily life and tribal custom as it survives in the Southwest. Duffield. \$2.50.

Gordon, Lady Duff. **DISCRETIONS AND IN- DISCRETIONS.**

Intimate memoirs. Stokes. \$3.

Rose, Enid. **GORDON CRAIG AND THE THEATRE.**

Stokes. \$3.

September 13

Pound, Arthur. **THE PENNS OF PENNSYLVANIA AND ENGLAND.**

Biography of the family of Penns. Macmilan. \$3.50.

T'ing-kan, Ts'ai. **CHINESE POEMS IN ENGLISH RHYME.**

These poems reflect Chinese political philosophy and Oriental wisdom. Univ. of Chicago. \$3.50.

September 14

Buchan, John. **SIR WALTER SCOTT.**

A biography of the prince of romancers. Coward. \$3.75.

de Pountalés, Guy. **WAGNER.**

Material combined with newly discovered letters by Wagner. Harper. \$4.

Schauffler, Robert H. **THE MAD MUSICIAN.**

Biography of Beethoven. Doubleday. \$2.50.

September 15

Bates, E. S., and Dittemore, J. V. **MARY BAKER EDDY.**

The truth and the traditions. Knopf. \$5.

Brooks, Charles S. **ENGLISH SPRING.**

Adventures afoot in the west of England. Harcourt. \$3.

Cohen-Porthem, Paul. *THE DISCOVERY OF EUROPE.*

By the author of *England the Unknown Isle*. Dutton. \$3.

Eliot, T. S. *SELECTED ESSAYS: 1917-1932.*

Harcourt. \$3.50.

Flint, Timothy. *RECOLLECTIONS OF THE LAST TEN YEARS.*

Recollecting his travels from 1815 to 1825. Knopf. \$3.50.

James, Paul. *SHOES AND SHIPS AND SEALING WAX.*

Second book of verse by the author of *And Then What?* Knopf. \$2.

Kingsmill, Hugh. *FRANK HARRIS.*

Biography. Farrar. \$2.50.

Lods, Adolphe. *ISRAEL.*

From its beginnings to the middle of the eighth century. Knopf. \$6.

Nathan, George Jean. *INTIMATE NOTEBOOKS.*

Observations on varied topics by a well-known critic. Knopf. \$2.50.

Newman, Ernest. Ed. *MEMOIRS OF HECTOR BERLIOZ.*

Letters of the great composer. Knopf. \$7.50.

September 16

Lhevinne, Isadore. *TSANTSJA.*

Life and traditions of the primitive Jibaro Indians in Ecuador. Brentano. \$2.50.

September 21

Gibbings, Robert. *IORANA! A TAHITIAN JOURNAL.*

Houghton. \$3.

Ponafidine, Emma C. *MY LIFE IN THE MOSLEM EAST.*

Experiences before events related in *Russia, My Home*. Bobbs. \$3.50.

Tunney, Gene. *A MAN MUST FIGHT.*

Biography. Houghton. \$2.50.

Vestal, Stanley. *SITTING BULL.*

Biography. Houghton. \$3.50.

September 22

Hughes, M. V. *THE CITY SAINTS.*

London's life from a hundred different angles shown through the story of her churches. Morrow. \$2.50.

Lafourcade, Georges. *SWINBURNE.*

A literary biography. Morrow. \$4.

Marichalar, Antonio. *PERILS AND FORTUNE OF THE DUKE OF OSUNA.*

Biographical study of Osuna, nineteenth century Don Quixote. Lippincott. \$3.

September 23

Mitchell, Edwin V. *CURIOSITIES OF LITERATURE.*

Appleton. \$3.

September 24

Edschmid, Kasimir. *SOUTH AMERICA.*

Viking. \$5.

Huxley, Aldous. Ed. *LETTERS OF D. H. LAWRENCE.*

Viking. \$5.

Marcu, Valeriu. *THE BIRTH OF THE NATIONS.*

The great men of that prolonged upheaval that

culminated in the Thirty Years' War are the subjects of this historical study. Viking. \$3.75.

Stillman, Clara G. *SAMUEL BUTLER.*

Viking. \$3.75.

September 27

Thoreau. *A WEEK ON THE CONCORD AND MERRIMAC RIVERS.*

Ed. and Illus. with wood engravings by Eric Fitch Daglish. Dutton. \$1.75.

September 28

Bradford, Gamaliel. *BIOGRAPHY AND THE HUMAN HEART.*

Posthumous book by America's outstanding biographer. Houghton. \$3.50.

Coolidge, H. J., and Lord, R. H. *ARCHIBALD CARY COOLIDGE.*

Life and letters. Houghton. \$4.50.

Glasscock, C. B. *GOLD IN THEM HILLS.*

A record of the Nevada desert's mad decade. Bobbs. \$3.50.

Lucas, E. V. *READING, WRITING AND REMEMBERING.*

A book of memories. Harper. \$4.

September 29

Aubry, Octave. *THE KING OF ROME: NAPOLEON II.*

Biography. Lippincott. \$3.50.

During September

Lippmann, Walter. *THE EPOCH OF TODAY.*

Passing events, 1931-1932. Macmillan. \$2.50.

Murray, Kenneth M. *WINGS OVER POLAND.*

Appleton. \$3.

Paine, Albert Bigelow. *LIFE AND LILLIAN GISH.*

Biography. Macmillan. \$5.

Phelps, William Lyon. *ROBERT BROWNING.*

New edition containing seven new chapters. Bobbs. \$2.50.

Robinson, Edwin Arlington. *NICODEMUS.*

Poems. Macmillan. \$1.75.

Rosenkranz, Hans. *EL GRECO AND CERVANTES.*

Biography. McBride. \$2.50.

Thomas, Gilbert. *JOHN MASEFIELD.*

A new study of England's Poet Laureate by an English journalist and critic. Macmillan. \$1.50.

Van Deusen, Glyndon G. *SIEYES.*

His life and his nationalism. Reveals the growth of the nationalist philosophy, one of the outstanding contributions of the French Revolution. Columbia Univ. Press. \$3.

Whitaker-Wilson, C. Sir CHRISTOPHER WREN.

Biography. McBride. \$3.

Miscellaneous

Non-Fiction

September 1

Hibben, Sheila. *A NATIONAL COOKBOOK.*

A kitchen Americana. Harper. \$3.

Marks, Percy. *THE CRAFT OF WRITING.*

A thoroughly unpedagogical book. Harcourt. \$2.

September 2

Durant, Will. *ON THE MEANING OF LIFE.*

Compilation of leaders in various fields of modern life. Lothrop. \$1.50.
Pearson, Ralph M. EXPERIENCING PICTURES.
 A practical book which aims to assist in the appreciation and understanding of pictures. Brewer. \$3.50.

September 6

Avery, Hall. BEHIND THE DOOR OF DELUSION.
 Life in a hospital for the insane. Macmillan. \$2.

September 7

Jackson, J. A., and Salisbury, H. M. OUTWITTING OUR NERVES.
 Rewritten and brought up to date. Century. \$2.50.

Nichols, Beverley. DOWN THE GARDEN PATH.
 First adventures with a seed catalog. Doubleday. \$2.50.

Ouimet, Francis. A GAME OF GOLF.
 Author's golfing reminiscences are in effect a history of modern golf in America. Houghton. \$2.50.

Winsor, Frederick. THE ART OF BEHAVIOUR.
 A study in human relations. Houghton. \$1.75.

September 8

Allen, H. Warner. THE ROMANCE OF WINE.
 History, making, and drinking of wine. Duton. \$4.

Dudley, Dorothy. FORGOTTEN FRONTIERS.
 The story of literary and thinking America for the last thirty years. Smith. \$4.

Russell, Bertrand. EDUCATION AND THE MODERN WORLD.
 A book on education for grown people. Norton. \$2.50.

September 9

Mills, Leroy N. KICKING THE AMERICAN FOOTBALL.
 Putnam. \$2.

Nearing, Scott. MUST WE STARVE?
 Possible results of the present world-wide depression. Vanguard. \$2.50.

September 10

Marmur, Jacland. WIND DRIVEN.
 A record of a sailing voyage. Dial. \$2.

September 12

Delmont, Joseph. CATCHING WILD BEASTS ALIVE.
 Through five continents. Stokes. \$3.50.

McKechnie, Samuel. POPULAR ENTERTAINMENTS THROUGH THE AGES.
 History of all forms of amusements. Stokes. \$3.50.

Wilenski, R. H. THE MEANING OF MODERN SCULPTURE.
 Stokes.

September 14

Brody, Catharine. NOBODY STARVES.
 Longmans. \$2.

Clark, Beverly L. MARVELS OF MODERN CHEMISTRY.
 The wonders of modern chemistry for the layman. Harper. \$3.

Mead, Frank S. THE MARCH OF ELEVEN MEN.
 Popular history of Christian influence. Bobbs. \$2.

Schubert, Paul, and Gibson, Langhorne. DEATH OF A FLEET.
 Account of the Imperial German Navy. Coward. \$3.

September 15

Hoerle, Helen. THE GIRL AND HER FUTURE.
 Vocational guidance. Smith. \$2.

Rank, Otto. ART AND ARTIST.
 A reinterpretation of the history of the arts. Knopf. \$5.

30 32. HIGH LOW WASHINGTON.
 Two writers of unique experience in both Europe and America present a moving-picture portrait of the national capitol. Lippincott. \$2.50.

September 16

O'Brien, Edward J. SONS OF THE MORNING.
 Development of Nietzsche's character and philosophy. Brewer. \$3.50.

September 19

Edwards, E. J., and Rattray, J. WHALE OFF!

A thrilling chapter in American whaling history, covering shore-whaling for the first time. Stokes. \$3.

Keller, A. G. MAN'S ROUGH ROAD.
 Life story of human society. Stokes. \$3.

September 21

Addison, James T. LIFE BEYOND DEATH IN THE BELIEFS OF MANKIND.
 Houghton. \$3.

Wyatt, Horace G. THE ART OF FEELING.
 A psychology of our human adventure. Houghton. \$2.50.

September 22

Driberg, J. H. AT HOME WITH THE SAVAGE.

Clear presentation of the general aspects of anthropology. Morrow. \$3.50.

Jaeger, Muriel. ADVENTURES IN LIVING.
 Account of five famous people who set out to live their own lives. Morrow. \$2.

September 23

Hopkins, Ernest J. THE MOONEY CASE.
 The story of the case from its beginning to Governor Rolfe's final refusal to release Tom Mooney. Brewer. \$2.

September 27

Rosewater, Victor. BACK STAGE IN 1912.
 What happened at Chicago in the Taft-Roosevelt Republican National Convention. Dorrance. \$2.

September 28

Harwood, E. C. CAUSE AND CONTROL OF THE BUSINESS CYCLE.
 Houghton. \$2.

Sakolski, A. M. THE GREAT AMERICAN LAND BUBBLE.
 Land-grabbing, speculations and booms from colonial days to the present time. Harper. \$3.50.

Terhune, Albert Payson. **THE SON OF GOD.**
A man's philosophy of life and religion.
Harper. \$2.

Ulrich, Mabel. Ed. **THE MORE I SEE OF MEN.**

Nine of the shrewdest women writers of the day hold up Man's shrinking naked form for observation—dissect his follies, laugh at his pomposities, and occasionally grant him a modicum of virtues. Harper. \$2.50.

September 30

Spivak, John L. **GEORGIA NIGGER.**

Story of one Georgia negro's attempt to escape from peonage, showing conditions in the Georgia penitentiaries. Brewer. \$3.50.

Selected Fiction

September 1

Green, Paul. **THE LAUGHING PIONEER.**

Class barriers in the Carolina cotton belt. McBride. \$2.

Ibáñez, Blasco. **THE THREE ROSES.**

Novel of old Spain. Dutton. \$2.50.

Irwin, Margaret. **ROYAL FLUSH.**

The brilliant life of the court of Louis XIV. Harcourt. \$2.50.

September 7

Fayard, Jean. **DESIRE.**

Goncourt Prize novel of 1931. Century. \$2.

Walpole, Hugh. **THE FORTRESS.**

More about Judith Paris—another volume in the chronicle of the Herries family. Doubleday. \$2.50.

September 8

Kelley, Welbourn. **INCHIN' ALONG.**

A novel of negro farm life in Alabama. Morrow. \$2.50.

King, Paul (Kiralyhegyi). **GREENHORN.**

Novel of an immigrant in America. Macaulay. \$2.

September 9

Bridge, Ann. **PEKING PICNIC.**

Story of Legation life in China. *Atlantic Monthly* prize novel. Little. \$2.50.

Ebermayer, Erich. **THE GREAT GULF.**

A novel of postwar Germany. Appleton. \$2.

Wood, Frances G. **TURKEY RED.**

A novel of pioneer life in the 1880's. Appleton. \$2.

September 12-13

Bentley, Phyllis. **INHERITANCE.**

A chronicle of the Oldroyds, the dominating family in an English community. A novel "in the Forsyte manner." Macmillan. \$2.50.

Lumpkin, Grace. **TO MAKE MY BREAD.**

A novel of Southern mountain folk. Macaulay. \$2.

September 14

Blaker, Richard. **THE NEEDLE-WATCHER.**

An English seaman escapes death by his knowledge of the compass. Doubleday. \$2.50.

Walpole, Hugh (Selected by). **THE WAVERLY PAGEANT.**

Seventy-six stories prefaced each with a short critical essay. Harper. \$4.

September 15-16

Anderson, Sherwood. **BEYOND DESIRE.**
First novel since *Dark Laughter*. Liveright. \$2.50.

Wharton, Edith. **THE GODS ARRIVE.**
Appleton. \$2.50.

September 21-22

Cleugh, Sophia. **ANNE MARGUERITE.**
Novel of the French Revolution. Houghton. \$2.

Clarke, Austin. **THE BRIGHT TEMPTATION.**
Ireland at the time of the Danish invasion. Morrow. \$2.50.

Belloc, Hilaire. **POSTMASTER-GENERAL.**
Thirty illus. by G. K. Chesterton. Lippincott. \$2.

September 27-28

Follansbee, Pauline. **PUPPET SHOW.**

A novel dedicated to the belief that there should be a peace-time as well as war-time patriotism in America. Dorrance. \$2.

Gowen, Emmett. **MOUNTAIN BORN.**

A novel of the mountain people of northeastern Tennessee. Bobbs. \$2.

Book Club Selections

Book League of America

THE YEARS OF PEACE. By LeRoy MacLeod. Century.

Book-of-the-Month Club

VAN LOON'S GEOGRAPHY. By Hendrik W. Van Loon. Simon.

Another world history like the famous survey of H. G. Wells, but a history of what man has done to nature, and still more of what nature has done to man.

Catholic Book Club

TUDOR SUNSET. By Mrs. Wilfred Ward. Longmans.

Freethought Book Club

THINKER OR BELIEVER. By W. H. Williamson. Watts & Co.

Literary Guild

BEVERIDGE AND THE PROGRESSIVE ERA. By Claude Bowers. Houghton.

Lutheran Book-of-the-Month Club
THE ROAD HE TROD. By Paul Zeller. Strodach-Falcon Press.

Religious Book Club

PRAYER. By F. Heiler. Oxford.

Scientific Book Club

THE SCIENTIFIC BASIS OF EVOLUTION. By T. H. Morgan. Norton.

Junior Literary Guild

THE ABC OF PEOPLE (Primary Group). By Walter Cole. Minton.

TIRRA LIRRA. (Intermediate Group). By Laura E. Richards. Little.

A collection of rhymes.

HANDICRAFT FOR GIRLS (Older Girls). By Edwin T. Hamilton. Harcourt.

SWIFT RIVERS (Older Boys). By Cornelia Meigs. Little.

Down the Mississippi on a pioneer log raft.

The Open Round Table

Note Gives Wrong Impression

MAY I SAY in justice to the staff of the Newark Public Library that all the assistants received a salary cut, ranging from 1 per cent to 13 per cent? Your correction in the August number gives the impression that there were no salary cuts in Newark.

—BEATRICE WINSER,
Librarian, Newark, N. J., Public Library

Newark Library Staff Resolution

"IF ALL employees of the city, including teachers, police and firemen, accede to a salary reduction of 10 per cent, the staff of the Public Library has no wish to stand apart.

"Our reluctance to be the first group of municipal employees to volunteer a salary reduction is due in great measure to lack of any detailed public financial statement explaining a crisis which necessitates such a move.

"As Newark employees we have a keen interest in all its undertakings and expenditures, especially during this period of retrenchment."

—THE STAFF,
The Newark, N. J., Public Library.

A Reply To Mr. Thompson

I REGRET that Mr. Thompson so greatly misunderstood my rather casual reference to his article, "Do We Want a Library Science?" If he had been correct in his assurance that he knew my "mental process," he would have realized that I had not the slightest idea that he was condoning inaccurate work.

Mr. Thompson presented two quite different conceptions of science. His first conception is the basis for his argument that we want a library science. With a second conception in mind, he argued that we do not want a library science. I did not refer in any way to his first conception of science. I referred solely to his alternate conclusion that we do not want a library science and to the argument which led up to it.

I stated, "Mr. Thompson, using a peculiar definition of science, argued that librarianship should be an art, and not a science." It seems to me obvious that I was referring, not to

his first argument that librarianship should be a science, but to that portion of his paper in which he considered the opposite point of view, "that librarianship should be an art."

It was not clear to me what conception of science Mr. Thompson had in mind which would in any way justify his alternate conclusion. On page 586 of his article¹ he speaks of a "science of this sort," "The attempt to make librarianship a science of this sort is wrong in purpose . . ." On page 587 he states, "But if we can have a science only by adopting the psycho-sociological laboratory methods that are being urged upon us . . ." The supposition that a science can be had only by adopting certain "psycho-sociological laboratory methods" seemed to me to be based on a "peculiar" definition of science. I do not know what definition he had in mind in his supposition, therefore I said "apparently using a peculiar definition" (the phrase "apparently having in mind" would have been preferable.)

To avoid any further misunderstanding, may I state my personal belief that some psychological methods are of very considerable value in furthering librarianship and the use of books; also my belief that studies now being made at the Graduate Library School of the University of Chicago will prove to be of very considerable importance in the development of library service—and a library science.

—CHARLES H. BROWN,
Librarian, Iowa State College.

An Inquiry

I WONDER whether you would be willing to open your columns to an inquiry about one point in the practice of cataloging?

I have been trying to find out when and why the giving of pagination was restricted to works printed in one volume. The only reason that I can find as a suggestion is that one has to stop somewhere and that one volume is the natural place to stop. This, of course, is an explanation but it is not an excuse, and it seems to me that to draw the pagination at three volumes would be much more logical than to restrict it to works of a single volume. Three volumes would, in the

¹ LIB. JOUR. VOL. 56, July, 1931.

main, cover books of poetry and biography; perhaps it ought to cover all of them. It would cover also the history of the elephant, whether as a Polish question or as a colonial issue. There is also a large body of literature that came out in three-decker fashion, and many of these have been subsequently reprinted in one volume. The first edition usually is passed over without pagination while the latest reprint gets the full glory of collation. For example, *Quentin Durward* of 1823 is "three volumes," *Quentin Durward* in the Eclectic School reading of 1900 has 332 pages.

It seems to me that it would be far more profitable to have the paging on the first edition—even if it was in three volumes—and not very much more labor. The theory that one has to stop somewhere is a perfectly good theory, but I would suggest that the place for stopping is with volume 3 and not with volume 1. I may be wrong in my belief, but I think the point ought to be raised.

—ROGER HOWSON,
Librarian, Columbia University.

Again—What Is a Librarian?

WHAT HIGHER standards of Librarianship can there be than those presented by Miss Rathbone? The library, whether public or college, serving 20,000 or 200,000, is the intellectual center of the community. To make it so requires trained, professional ability.

We are told that too much is being published: why should librarians of all people add to this condition unless they have some essential contribution to make. A surgeon may write an article which may contribute to his profession, or to some other subject, but he is no better surgeon for the mere making of a book. A doctor may look on life and love and add to the joy of the laity by writing about it, but is he a better physician?

Why ape the teaching profession? The critics of its methods and standards are among its most distinguished members. Some doubt whether a better teacher or college president is made by acquiring of degrees or by writing theses.

Mr. Shaw, in the June 1 LIBRARY JOURNAL, suggests that we acquire merit by giving forty hours a week to our job and the rest of our spare time we do research in some special field for which we may become distinguished. Mr. Severance, in the August LIBRARY JOURNAL, makes the startling statement that librarians are through for the day

when they leave the building. Have you ever known a librarian, worthy of the name, who did not attempt to keep abreast or ahead of his public by broad reading of great variety, and to keep in close touch with the community in its many interests and activities so that its reading needs may be anticipated? Such a person can rarely be a specialist except in Librarianship if he is to meet his obligations as the head of a modern library. It is very doubtful whether his job does not suffer when he neglects these things that he may do research upon a subject remotely related to the interests of the majority of his clientele. And surely Librarianship of this order has standards as high as those of research workers or book men.

—FANNY T. TABER,
Librarian, Greenville, S. C., Public Library.

Scholarly Attainments For Small Librarians

SEVERAL PUZZLING questions have arisen since reading the article in the August LIBRARY JOURNAL by Mr. H. O. Severance, "Are the A. L. A. Standards for Librarianship too High?" In a tax supported public library in a small city of 20,000 population are there any leisure hours for the librarian? Does the appropriation permit sending the librarian and the assistants to an A. L. A. Conference? In such a library are salaries sufficient to permit definite increases for summer school or other professional study? Among the "rank and file" of librarians of small libraries if there are any seemingly " lulled to sleep" as regards productive scholarship, is it not because strenuous work, no leisure, and practically stationary appropriations makes advanced study impossible?

In this same small library the "mentally alert assistant" may have "a consuming passion for more knowledge," but she is generally unable to obtain either the free time for reading, or the increase in salary to obtain such knowledge by attending a university summer school. The writer has been the librarian in a medium sized library for many years in a city larger than 20,000 in population. The remunerative encouragement to teachers to study for degrees which is offered by the public schools has never been possible for the library. It would be interesting to learn of any tax supported public library in a small city which offers such advantages to the librarian and to the staff.

—MRS. MAUD D. SULLIVAN,
Librarian, El Paso, Texas, Public Library.

Bibliography An Urgent Part of Work

MR. SEVERANCE'S question "Are the A. L. A. Standards of Librarianship too High?" sent me back to a more careful re-reading of Miss Rathbone's address on "Creative Librarianship." To her definition of the essence of library work, "to know books and to understand the book needs of people . . . to know book values . . . and to know source material," I should like to add, "to bring books and readers together to the satisfaction of the interested public."

While the technique and equipment for running a public library (no matter how large or how small) have been perfected to an astonishing point in an equally astonishing time, I suppose no one except the workers in special fields appreciate how many gaps are still left. For example in THE LIBRARY JOURNAL for December, 1919, there is a ten-page paper by Miss Marjorie F. Warner, Bibliographer in the Library of the U. S. Department of Agriculture, "The Literature of Horticulture," originally read as an A. L. A. section address with the title "Bibliographical Opportunities in Horticulture." Of the ten major projects that she outlined, not one is yet adequately covered, though they would all be of practical assistance in the daily routine of a library serving plant scientists. In my own case, not a week goes by without bringing some fundamental problem in a major field—classification, cataloging, bibliography of my subject, administrative policies, reference resources—for which the established method or point of view or available data are quite inadequate.

Of the equipment in other subjects I do not know the details. I have observed, however, that many of my acquaintances are kept on the alert to meet the legitimate demands of their clientele with inadequate technical equipment, that in the Boston Chapter of the Special Libraries Association a committee recently spent two years compiling a bibliography on methods, and that at meetings shop-talk on unsolved problems is sure to come up in one quarter or another.

Pressure from a skilled and exacting professional group makes many of us researchers, bibliographers, or authors. As a normal part of our work we must give services beyond those of the general libraries, and if the information required is not already at hand in available form, it is our place to provide or prepare it in shape for efficient use. Such work is both a stimulus and a reward, and is,

I think, a very significant part of Creative Librarianship. The fact that so few of us can or do make our solutions available to others in print unquestionably leads to waste and duplication of effort and a slower rate of general advancement. Accordingly, while research, bibliography, and productive scholarship are "not necessarily part of a librarian's job," they seem likely, for some time to come, to be a very urgent part of some librarians' jobs. Which kind of work we do is in the end a matter of personal taste and the demands of the occasion.

—DOROTHY S. MANKS,
Librarian, Massachusetts Horticultural Society Library.

Degrees Are Not So Important

IN THESE DAYS of earnest pursuit of courses for credits, Miss Rathbone's presidential address, "Creative Librarianship," in the May 15 issue of THE LIBRARY JOURNAL, came as refreshing advice. As she said, "The real essence of our job is to know books and to understand the book needs of people.... With the whole range of book knowledge and reading interests as our field we have creative possibilities before us vast enough to employ all our intelligence and all our energies for lifetimes to come. Why not recognize this and set up our own standards instead of adopting those of other professions?... Instead of urging assistants in public libraries . . . to spend their all too scanty leisure accumulating credits by taking college courses that have no direct bearing upon their work as librarians, courses that will not make them better able to select books, to advise readers, to assist scholars; why should we not urge them to read more and to study the reading of others?"

This advice is an encouragement to the younger members. It prompts them to find new paths of interest in their daily work, to rely on their own initiative and latent powers of selection, to read and grow so as to have a well-rounded life. Instead of being urged to follow uninspired instruction in limited fields "to secure possible credits," they are shown that theirs is the opportunity to try a thousand paths.

The great advantage of the library profession is our access to these mines of interest. "The librarian who reads is lost," perhaps if this reading creeps into the time that must be given to making library collections accessible to others. But the librarian who can pass a mixture of new and old books without a

glance, because of her necessary attendance at some one remote course which will produce credits, that librarian is indeed lost to the real joy of the profession.

The comment on Miss Rathbone's article by Mr. Severance in the August issue of THE JOURNAL is interesting because underneath the apparent divergence in their advice lies the same desire for improvement in the profession. Perhaps his years of association with the university field, a field specifically excluded from her advice by Miss Rathbone, leads him to place undue weight on the value of courses for credits.

Mr. Severance says, "It is the mentally alert assistant with a consuming passion for more knowledge who earns degrees, advances in rank and increases in salary." This may be true. It is also true and even more frequently so that it is the mentally alert assistant with a consuming passion for more knowledge, familiarity with many, many books and understanding of the tastes of people, with the enthusiasm and ardor preserved by freedom from grinding courses, and a spontaneous enjoyment of the art of living; it is this assistant that frequently obtains professional recognition, increases in salary, and has memories of years of pleasure. The degrees are not so important.

—MARIAN C. MANLEY,
Newark, N. J., Branch Librarian.

"Equivalent" Applied To Education

THE CORRECT and proper use of words is a large part of a person's education, and adult education certainly begins at home. It is an amusing and sometimes profitable mental exercise to take a common word or expression and consider its meanings, its annotations and connotations. A most interesting word is "equivalent" especially as applied to the field of education.

We say or imply that a person may secure the equivalent to a formal education and a college degree by the careful reading of worthwhile books. I take it that this is absolutely true and that most people of experience can point to an example or examples. We perhaps do not state clearly enough that the equivalent of a college course is a much longer and a much harder process than four years at college. We may not emphasize the indisputable point, that of the many who drop out of school, either voluntarily or through the force of circumstances, only a very few genuinely and actually keep on and secure the

full equivalent of more years in school. The educational death rate here is terrific. And we must understand that an equivalent is practically never, "about the same," there are certain losses in not following one path which are inescapable and must be offset with greater gains in another direction if we are to have a real equivalent. To balance the scales we must have equal value but may have widely differing forms of value.

Some times we treat the word "equivalent" too lightly and offer a cheap substitute as of equal worth. One may hold up a pill of concentrated food elements and say, here is the equivalent of a five course dinner, but few of us would be willing to live on food pills. A writer may compile a book and say here is the substance of a complete high school course, or of a college or technical course, yet the actual requirements from school or college would be very different and would include bits of knowledge and wisdom which would look very queer and unreasonable in print. We may offer a book review, or synopsis, as supplying the equivalent of reading the book, but we must know that it is a poor substitute for genuine reading. A person may regard some experience on a job as equal to a better education and more training and rest content, or the other way around. It is very easy to over-rate the particular equivalents you have to offer for some deficiency in your own development and to underestimate what you are trying to equal. Equivalents need a careful, honest estimate.

Equivalents may be considered impossible, and are in some cases. Yet there is a narrow artificial standard which blindly refuses to recognize and acknowledge the word equivalent in spite of proof. It was hard and sometimes impossible for the regular army and navy officer, or man, to realize that given natural ability, with certain advantages of education and practical experience, plus intensive special training that a man from civilian life might not only equal but surpass him in his special work. We have established narrow class distinctions such as Nordic or Semitic, capital and labor, college degrees, professional training, etc., and have sometimes been blind to the fact that equivalents do exist. In a specialized field, those of formal orthodox training are apt to scorn the contributions of those they consider irregulars, and the scorn may be returned.

While equivalents may be treated too lightly, too seriously, or ignored entirely the wisest attitude is apparently that of a fair, sober judgment on what is offered. An applicant for a library or a book store position when

asked for their training and experience may offer as a cheap substitute for this omission the fact, "that they have always loved to read," or that they don't want to teach, or that they have stood high in English and Literature classes. While special training for book work is of course desirable, and sometimes nothing else will do, there are many occasions and many lines of work in which a person of superior educational qualifications and with more personality may not only equal but surpass the one with more training but unequal in other respects. A person with one advantage must try to equal competitors in as many other ways as possible. A person with a disadvantage must have much to offset it. In supplying equivalents there is a challenge, an honest opportunity and a need for real work.

In library work there are many and sometimes striking examples of people who have succeeded and become leaders in spite of handicaps in education or training. If studied, these cases do not show that formal education and special training are unimportant matters but do show that to offset any lack of this type, large and important equivalents are necessary. I have in mind a department head in a large city library who is highly successful in library work although trained in another profession because he brought to library work a friendly personality plus a well trained, well read, well disciplined mind which quickly mastered the necessary technical details for which he has many equivalents. Also I recall the head of a small library who in spite of handicaps in education and training, had a clear idea of his limitations, a great essential of any education, and by friendly service, energy, zeal and common sense supplied a community with a most acceptable equivalent of a highly trained librarian. It is of course possible to think of other instances of people with every advantage of education and professional training who perhaps lacking in energy, tact, practical knowledge fail because of a neglect of factors of equal value.

Through reading a book of adventure or travel it is possible to have the equivalent experience of the author. Yet this is only possible to a person with keen imagination who can fully share in the thoughts and experiences of the writer. Usually the reader must have had similar experiences of his own for complete understanding. It is a very rare author who can fully express himself and an equally unusual reader who can fully understand. When this occurs, the miracle of a book is consummated.

The reading of a book of biography may

be the equivalent of actual acquaintance with a person. If you object that the book reveals only a part of the man it is equally true that the men you meet face to face have a carefully developed protective shell and that acquaintance need not reveal innermost secrets. In reading as in life we see others through ourselves and ourselves through others; reading can be a matter of great intimacy with kindred minds. Certain of the great characters of literature can be as real to us as our next door neighbor.

Is fiction equal to non-fiction in interest? This is an equivalent which many of our readers never discover. Some who read only fiction would be surprised to know that for sheer excitement and thrills the best in a library or bookstore is to be found in the accounts of actual experiences of men and women, while in the fields of history and biography, fiction at its best can equal or surpass the truth revealing quality of the learned treatise.

Are old books the equivalent of new, or new ones the equivalent of old? The worth of a book is not a matter of copyright date but depends upon the comparative amounts of truth and understanding and the skill with which it is revealed. The old may be new, the new may be old, and to discover the actual worth we must experiment and balance one against the other. This matter of equivalents presents many interesting problems which if honestly faced make for tolerance and good will.

—HAROLD A. WOOSTER,
Librarian, Scranton Public Library, Pa.

Libraries Will Be Kept Open

BECAUSE OF their services to the unemployed, Duluth, Minnesota, branch libraries, with the exception of a sub-branch in rented quarters, will not be closed, as was recently proposed for the sake of economy. A letter addressed to the Mayor's Budget Advisory Committee from the Mayor's Committee on Unemployment was an influential factor in keeping the branches open. The letter read:

"The Mayor's Committee on Unemployment has adopted a resolution expressing the hope that there will be as little closing of branch libraries in Duluth as possible.

"Libraries everywhere are reporting a greatly increased use by those who are out of work. It is the opinion of the Committee that library facilities should be made available to as many as possible in this period of depression for here, if anywhere, can be found profitable employment for leisure time."

Library Organizations

Northeastern Conference

THE SEVEN state meeting at Bethlehem, N. H., June 27-July 2 was joined the last two days by the New England College librarians who brought the attendance up to 408. The sponsors were the Library Associations of Maine, New Hampshire, Vermont, Rhode Island, Connecticut and New Jersey, the Massachusetts Library Club and the Western Massachusetts Library Club. Each group contributed to a program set to the A. L. A. theme of "Libraries in a Changing World" for the benefit of librarians far distant from New Orleans. Two of the most important addresses were by John Adams Lowe, director of libraries, Rochester, N. Y., and Clarence E. Sherman, librarian, Public Library, Providence, R. I. Mr. Lowe's paper "The Library in the New Renaissance" was given at a round table sponsored by the Maine Library Association but will appear in print as will an expansion of Mr. Sherman's "The Librarian Looks at the Staff and Himself."

School Problems Discussed

A DISCUSSION GROUP meeting on the topic "Shall the Study Hall and the Library be Combined in the School?" attended by seventy-four persons, was held at the Library School of the New York State College for Teachers in Albany on the morning of Saturday, April 16. Each spring the College holds a round table conference at which departments of the College present current problems in school methods to those groups of school people in eastern New York who are interested.

Mr. Harry J. Linton, Assistant Superintendent of Schools in Schenectady, New York, acted as educational adviser in the discussion and stated the best interpretation of the study hall as "a place in which there was supervision of methods of working, assistance toward developing an assignment, supervision of quiet working periods when the preparation for class work could be made under favorable conditions with satisfactory assistance." Miss Anna C. Kennedy, Supervisor of School Libraries of New York State, stated the aims of the library as providing a book laboratory for the entire school, leadership in method

and material on the part of the librarian working with the faculty, service to all the departments of the school, and stimulation for exploring with readers' book interests centered in classroom or life experiences. The combination of the two rooms into one was summarized by Miss Celeste M. Slauson, children's librarian of the Johnson Public Library at Hackensack, New Jersey, who is making a study of the question at the present time. She reported that of forty-three schools investigated so far, thirteen combined the library and study hall in one. She also mentioned two other studies which have been made at different times in different parts of the country in which about one-third of the libraries were found to be so operated.

Mrs. Mary B. Russell, Librarian of the Tully (New York) Central School was present and gave a vivid description of the successful operation of the combined room in her school of 250 pupils. Mrs. Russell's idea is that with an adjoining conference room the size of a classroom, students who are not engaged in work with actual books from the library may be segregated and may work in groups, if necessary, or individually as desired, with typewriter, drawing materials, bookkeeping materials, construction materials, and mathematical instruments. One important feature of the success at Tully is a weekly conference on new books and other resources of the library held by the Librarian and the English teachers. Miss Betsey T. Keene, Librarian of the Milne Junior and Senior High School (training school of the New York State College for Teachers at Albany) pointed out that if the librarian is to be responsible alone for all who are free from class work at any given period, the routine involved in checking pupils' attendance, and providing for assistance in interpreting various school subjects calls for more than a fair amount of time from actual library assistance in guiding and directing reference work, recreational reading, and other legitimate library projects.

A bibliography on the subject was distributed to the group. The principals who were present indicated their belief that many pupils who would fail to study with concentration in a study hall would be better off in a library exposed to selected magazines, newspapers, and books. They were much in favor of retaining the best features of the study hall and the library in one place and recognized the increased need for a library staff when one room houses all those engaged in reading and study.

In The Library World

A Unique Honor System

THE WORLD PEACE FOUNDATION is placing the distribution of its well-known and widely used publications on a unique honor system. Under this plan, a college or public library may, upon evidencing its need, procure any or all of the existing World Peace Foundation books for whatever amount it can afford. Heretofore the books issued by the Foundation have sold at prices ranging from fifty cents to five dollars a copy. "We have decided, therefore," reports Mr. Rich, "to turn to the librarians themselves and rely upon their word as to what maximum amounts their individual institutions can afford. At the same time, we shall ask them to list the books which they desire at reduced rates, and to indicate against each title the purposes for which it is needed and its probable use. Then, so far as possible, we shall forward the books desired, no matter how small may be the fractional payment promised. In doing so, of course, priority will necessarily and properly be given to the libraries which demonstrate the most urgent local need." The necessary application forms may be procured from the headquarters of the World Peace Foundation, at 40 Mount Vernon Street, Boston, Massachusetts.

Annuities Committee Meeting

A MEETING of the A. L. A. Committee on Annuities and Pensions will be held in Chicago, late in September or early in October to discuss final details of the Retirement Plan for A. L. A. members and to select the insurance company which will underwrite the plan. The plan was presented in tentative form to the Council at the last Midwinter Meeting and at New Orleans. It must finally be submitted to the Executive Board of the Association for adoption.

Recreational Program

A SUGGESTED COMMUNITY PROGRAM for Recreational Activities for the Unemployed may be obtained without charge from either A. L. A. Headquarters or the President's Organization of Unemployment Relief, 1734 New York Avenue, Washington, D. C.

Some Recent French Books

Non-Fiction

Bordeaux, Henry. *Les Amours de Xavier de Maistre à Aoste*. Dardel.

A delightful account of various incidents in the life of Maistre, an artist and an author.

Delamain, Jacques. *Pourquoi les Oiseaux Chantent*. Stock.

A comprehensive study of bird life. (Couronne par l'Academie Française.)

Gandhi, M. K. *Vie de M. K. Gandhi*. Rieder.

A French version of the English translation by C. F. Andrews of Gandhi's autobiography. A clear, dramatic, and compelling account of his youth in India, his professional studies in London, his trials and triumphs in South Africa, and his subsequent life in India.

Geller, G. J. *Sarah Bernhardt*. N. R. F. The first biography of the Divine Sarah in book form in French.

Istrati, Panait. *La Russie Nue*. Rieder.

A description of conditions in present day Russia by one who, knowing the language, went there to live and work in the factories to see the real state of affairs. A sharp criticism of the present régime.

Larnac, Jean. *Comtesse de Noailles*. Du Sagittaire.

An excellent outline of the life and works of a well-known poetess of France with an estimate of her work in connection with contemporary French literature. Limited appeal.

Lugné-Poë, A. F. *Le Sot du Tromplin*. Gallimard.

The first volume of the autobiography of Lugné-Poë, the noted French actor-director, written in a light and informal style. As interesting as a novel.

Martel de Janville, Sibylle, Comtesse de (Gyp, pseud.) *La Joyeuse Enfance de la III^e République*. Calmann-Lévy.

An account beginning with 1871 of the early years of the third French republic based on personal observation and experiences. There are many anecdotes of the Grand Opéra de Paris and its artists, and the literary people of the day—Loti, France, Bourget, and the boy Proust.

Maurois, André. *Lyautey*. Plon.

The life story of a truly great man—an author, a general, minister of war, member of the French Academy, and an empire builder by his wonderful accomplishments in Indo-China, Morocco, and Madagascar.

Morand, Paul. 1900. *Éditions de France*. A highly diverting account of Paris in 1900;

Recommended for library purchase by the French Book Review Committee, Harland A. Carpenter, chairman. (Appointed by the Massachusetts Library Club's Committee on Inter-Racial Service.) Books of a readable, interesting type have been sought, with due care for the elimination of those either poorly written or of a distinctly undesirable influence. Starred novels and most of the non-fiction will appeal only to cultured readers whose interests are more than local.

events, customs, personalities, modes, and the International Exhibition.

Roz, Firmin. *De Roosevelt à Hoover, 1910-1930.* Plon.

With the hypothesis that conditions in the world today are the result of the dominating position which the United States has taken, the author traces the salient points in the last five administrations.

Fiction

Bazin, René. *Magnificat.* Calmann-Lévy.

A Breton peasant torn between love for a beautiful girl and a desire to enter the priesthood finally renounces the world for the ministry.

Bordeaux, Henry. *Les Ondes Amoureuses.* Plon.

A presentation in twenty short stories of the woman of yesterday and the woman of today.

Chantepleur, Guy. *Le Coeur Désire.* Calmann-Lévy.

Nine short stories in which the relation of character development to environment is stressed.

Chardonné, Jacques. *Claire.* Grasset.

A portrayal of happy married life written in the style of a journal.

Corthis, André. *Soledad.* Michel.

A story of unrequited love.

De la Bréte, Jean, pseud. *Un Conseil.* Plon.

The jealous hatred of Roberte Morley for her stepmother causes her to kill her stepmother's child. She is tried and acquitted, but has caused bitter suffering to others.

Durtain, Luc. *Captain O. K.* Flammarion.

An interesting picture of the life of the American negro from the French point of view.

Escholier, Raymond. *L'Herbe d'Amour.* Michel.

A poetically conceived novel dealing with country life in Provence and giving the reader an insight into the folklore and conservative nature of the peasants.

Istrati, Panait. *Tsotsa-Minnka.* Rieder.

Against the background of an exceedingly picturesque river region, with its disastrous floods, the excitement attendant upon temporary housing, and the resultant poverty, the author portrays Tsatsa, thoroughly attractive character, and her disappointments in love and marriage.

Lavedan, Henri. *Pétard.* Michel.

A play. A parvenu owner of department stores in Paris acquires a magnificent château from a penniless family of noble birth. Excellent character portrayal.

Le Guillerme, Marc. *Brisants et Lames de Fond.* Fasquelle.

A tale of the sea telling of the thrilling rescue of stranded aviators by two friends.

Le Maire, Eveline. *L'Idylle Interrrompue.* Plon.

A love story with all the complications attendant upon the pursuit of one man by two women. Light. For the unsophisticated reader.

Macorlan, Pierre. *La Bandera.* Gallimard.

The thrilling experiences in Morocco fighting the Riffs of a murderer who joined the Spanish Foreign Legion to escape arrest.

Margueritte, Victor. *Non!* Flammarion.

A post-war story dealing with the emancipation of woman and the freedom of conscience.

*Remarque, E. M. *Après.* Gallimard.

Post-war life in Germany stressing the difficulties encountered by the returned soldiers in adapting themselves to civilian life in a world turned topsy-turvy. Sequel to *A l'Ouest Rien de Nouveau.*

Saint-Exupéry, Antoine de. *Vol de Nuit.* Gallimard.

A vivid and tragic account of the vicissitudes of life in the air. The scene of the story is laid in South America.

Schlumberger, Jean. *Saint-Saturnin.* Gallimard.

How the children of a wealthy bourgeois strive to save the family property from ruin at the hands of their father. Excellently written.

Directory of Hospital Librarians and Libraries

INFORMATION is desired for the Directory of Hospital Librarians and the Directory of Hospital Libraries to be included in the new *Bibliotherapy—A Manual for Hospital Librarians*, now being compiled by the A. I. A. Committee on Hospital Libraries. Hospital and Medical librarians, state and city Hospital Library supervisors, and librarians for the blind are requested to cooperate by sending information for use in these directories to the committee chairman, Catherine Poyer Walker, at 1645 Peachtree NW, Atlanta, Georgia.

The following is indicative of what is desired, though any pertinent or special information may be of use.

Please state position in library, whether a library school graduate, and if in charge of both medical and patients' libraries.

Statistics and full information concerning the hospital is needed, including whether there are medical students and student nurses.

A copy of the legislation authorizing the Hospital Library or the Hospital Library Supervisor is requested.

State if the library is for patients only, or if it is also medical, or if the two are separate; include library staff by name—untrained workers by number; mention types of readers served—doctors, medical students, nurses, student nurses, for professional or recreational reading, or both; patients—men, women, children—T.B., general, psychiatric, orthopedic, etc.; statistics—volumes, periodicals, circulation in library and wards; appropriations—book fund; procedure of loans to patients with contagious diseases; observations on therapeutic value.

Same Book Different Title

We have just purchased a copy of Bonn, *The Crisis of Capitalism in America*, and find that this is the same as *Prosperity: Myth and Reality in American Economic Life*, published in England.

—LAWRENCE HEYL,
Chief, Acquisitions Dept.,
Princeton University.

Most Useful Business Magazines

Business Week; weekly.

The current events publication in the business world; alive and interesting coverage of business news; good book reviews and guides to current reading in other magazines. (Listed 21 times.)

Commercial and Financial Chronicle; weekly.

The bankers' Bible; the recognized authority for stock and bond quotations; a necessity in any library that claims to serve the business man. Not only financial news, but government activities and foreign industrial movements presented. (Listed 21 times).

Printers' Ink; weekly.

The handbook of advertising for years, and a stimulant in any field of business. (Listed 20 times).

Nation's Business; monthly.

The mouthpiece of the national Chamber of Commerce. Many articles on trends in industrial development. (Listed 18 times).

Advertising and Selling; fortnightly.

Useful because of pertinent discussion of current trends in the business world, with particular reference to the advertising phases. (Listed 17 times).

Magazine of Wall Street; fortnightly.

Universally popular. (Listed 16 times).

Survey of Current Business; monthly.

The basis for any statistical study of current development in business. (Listed 16 times).

Annalist; weekly.

Contains complete statistical information not only on the security markets, but also on commodity prices, corporation earnings, and other financial news of importance. (Listed 15 times).

Forbes; semi-monthly.

Popular articles on business and current questions. (Listed 15 times).

Journal of Accountancy; monthly.

A journal of high standing in a field related to all lines of business activity. (Listed 15 times).

Sales Management; monthly.

The outstanding publication of an all-important side of business. (Listed 15 times).

Barron's; weekly.

One of the best of the financial weeklies for high grade articles; security prices covered. (Listed 14 times).

Engineering News-Record; weekly.

Established authority on construction; has building news section, official proposals, current prices of materials, employment advertisements. (Listed 14 times).

Monthly Labor Review; monthly.

Important statistical information on fluctuation in the cost of living, wages and hours of labor, trend of employment, wholesale and retail prices, etc. (Listed 13 times).

Automotive Industries; weekly.

Standard authority on this industry. (Listed 12 times).

A list prepared for the 1932 meeting of the Periodicals Section of the A.L.A. through the votes of twenty-four large libraries. The list is arranged in the order of the number of votes received. One hundred and twenty-six magazines were suggested.

Bankers Magazine; monthly.

Good for well-considered articles on banking phases; a fundamental business for all others. (Listed 12 times).

Iron Age; weekly.

Comprehensive covering of a fundamental industry; statistical features much quoted. (Listed 12 times).

Factory and Industrial Management; monthly.

Planning and care of large plants. For practical executives interested in general problems of management, especially as they apply to production. (Listed 11 times).

Management Methods (formerly *System*); monthly.

The old *System* much revamped; a study of short cuts and improvements in management technique. (Listed 10 times).

Bradstreet's; weekly.

Excellent statistical information and news on trade reports in different cities in the country. (Listed 9 times).

Electrical World; weekly.

Best in electrical industry. (Listed 9 times).

Financial World; weekly.

Popular treatment of investments. (Listed 9 times).

Harvard Business Review; quarterly.

A review of the world of business on a broad scale, based on university research. (Listed 9 times).

Manufacturers' Record; weekly.

News of industries and business conditions. Good illustrated articles. (Listed 9 times).

Textile World; weekly.

A comprehensive handling of another basic industry with much statistical and price information. (Listed 9 times).

Two Great Dictionaries

TO THE LIBRARIAN the publication of the *Dictionary of American Biography* and the *Encyclopedia of the Social Sciences* suggests a comparison. In a material way both works are fine examples of good printing. The volume of *Social Sciences* is a trifle larger; the printing is a little more open and consequently the page is a little pleasanter. The number of words on the page of the *Dictionary of Biography* is a little greater; the number of pages in *Social Sciences* considerably greater in each volume. The list price of the *Biography* is \$12.50 a volume as compared with \$7.50 for the volume of *Social Sciences*. The multiplication table makes it possible for the reader to say that each word in the *Biography* costs nearly twice as much as a word in the *Social Sciences*.

In what may be called apparatus also there is some difference. In *Social Sciences* these extra pages run to twenty-seven in volume

four, which is the volume used for the purpose of this comparison. Both works list editors, the sponsoring societies, and the contributors; in addition *Social Sciences* has a long, long list of editorial consultants and a rather superfluous table of contents, with the titles unattractively printed in large capitals.

In origin the works show a marked resemblance, each being the result of concerted action on the part of several learned societies. *Social Sciences* lists ten of these societies, the *Dictionary of Biography* seventeen, four societies cooperating in both works.

Regarding the subject matter of the works a mere librarian can speak with less confidence. He sees, however, that the fairest basis of comparison will be found in the articles on those persons who are introduced into both works. Several such articles are here commented upon.

Anthony Comstock is allotted $2\frac{3}{4}$ columns in the D.A.B., about 2 columns in the E.S.S., the greater length of the Biography article being almost entirely due to factual details. In matter of fact there is no discrepancy. D. A. B. allows about a third of a column to characterization and criticism, E. S. S. uses twice this space. The criticism of E. S. S. is less hostile. E. S. S. in its bibliography lists the principal works and gives seven references. D. A. B. gives but three references, but among these includes the annual report of the Society for the Suppression of Vice, not listed in E. S. S.

In general the bibliographies of E. S. S. seem to be prepared with greater exactness; D. A. B., for example, omitting volume numbers in the references to magazine articles.

In D. A. B. Peter Cooper is allowed two columns as against $\frac{2}{3}$ of a column in E. S. S. Here a difference in emphasis is particularly striking. E. S. S. omits all account of Cooper's inventions, gives $4\frac{1}{3}$ lines to the Cooper Union, as compared with $10\frac{1}{2}$ on the same subject in D. A. B., and seventeen lines to Cooper's greenback activities as compared with 5 lines in D. A. B.

George William Curtis appears in both works. Since his eminence was chiefly in the field of letters it is natural that D. A. B. should allow him four columns, E. S. S. less than one column. The bibliography of D. A. B. is correspondingly complete. Even on his activities in the field of social and political reform D. A. B. allows him more space.

Charles A. Dana, like Curtis a Brook Farmite, shows a still greater difference in space allotment; D. A. B. allows him six columns, E. S. S. a little more than one. There are

curious differences in the references. Of the seven in the E. S. S. and eleven in D. A. B. only two are common. The remaining five in E. S. S. are all of late date, 1922-1930; and of the references found only in D. A. B., six are later than 1917. The two sets of references therefore supplement one another and make an extremely interesting list for the student of journalism. The E. S. S. article is concerned almost entirely with characterization. Space is given to the popular saying that "Every morning the *Sun* makes vice attractive and every night the *Post* makes virtue odious." This is not found in D. A. B. although D. A. B. prides itself on its liveliness, on its colorful rehabilitation of the dead.

Crevecoeur, the "American Farmer," also appears in both works, filling about $\frac{2}{3}$ the space in the E. S. S. which is allotted to him in D. A. B. The references and list of works are substantially the same except that D. A. B. omits Parrington's *Main Currents in American Thought*. In this case criticism and characterization are more extended in D. A. B.; in fact from D. A. B. one would get a better idea of the range of Crevecoeur's interest and the keenness of his critical insight.

Men who have through their wealth promoted great educational enterprises seem to fall outside the field selected for E. S. S., in spite of the great social significance of their philanthropies; hence doubtless the names of Ezra Cornell and John Crerar are not found in E. S. S. Yet the National Educational Association is one of the constituent societies for E. S. S.

There are other omissions in E. S. S. less easily understood. D. A. B. sees fit to preserve the memory of Mrs. Conroy, Mabel Cratty, and C. N. Crittenton, yet whatever claim they have to immortality must depend upon their social works. Perhaps also the philanthropist who has no philosophy is also barred from E. S. S. One might be curious enough to look for an article on Richard Croker as a social phenomenon; he will be disappointed.

By way of rather obvious conclusion it may be remarked that both works are indispensable to the college library; that E. S. S. does not give complete biographies of the men studied, but limits itself rather closely to the sociological significance of their subject and the circumstances of youth which serve to explain that significance. Yet even to the sociologist the D. A. B. articles are at times more complete and suggestive.

—WILLIAM H. POWERS,
Librarian, State College Library,
Brookings, S. D.

Resolution of United Staff Associations

WHEREAS, the United Staff Associations of the Public Libraries of the City of New York recognize that the economic depression has brought financial distress to the real estate owners of the City of New York, resulting in wide-spread forfeiture of mortgage and abandonment of property, and

WHEREAS, The principal sources of revenue of the City government are from taxes imposed upon real estate, and

WHEREAS, The Honorable James J. Walker, Mayor of the City of New York, has made an appeal to City-paid employees to forego the payment of one month's salary in the 1933 budget in order to help the plight of the property owners of the City, therefore be it

RESOLVED, That we, the United Staff Associations of the Public Libraries of the City of New York, bring to the attention of the Mayor of the City of New York the fact that no other City-paid professional group of men and women has been so underpaid for so long a period of time; that having no pensions we are compelled to provide for the future from inadequate salaries; and that The Citizens' Committee on the Status of the Librarians of the Public Libraries of the City of New York in regard to Salaries and Pensions has recognized these facts and have prepared a survey calling the attention of the City to these conditions, and including as a remedy a proposed salary schedule which economic conditions have prevented them from presenting at the present time, and be it further

RESOLVED, That in spite of these facts we hereby concur in the plan recommended by the Honorable James J. Walker to the effect that we waive one month's payment from our annual salaries during the year 1933, provided, however, that the plan of Mayor Walker is accepted by all other employees paid from the City Treasury, and be it further

RESOLVED, That we recommend to the Board of Estimate and Apportionment that this deduction of one month's salary be spread over a period of twelve months rather than a period of four months.

Extract from the minutes of a special meeting of the United Staff Associations of the Public Libraries of the City of New York held June 28th, 1932.

Weld County Library System

FOR A NUMBER of years the Colorado Library Association, through its legislative com-

mittee, had been trying to get a law passed authorizing the establishment of county libraries for the state. This enabling act was finally passed in May, 1929. It carries a provision that before a county library becomes official it must be voted upon by the people.

During the past two years Weld county has been carrying on what later developed into an excellent county system, although it has not yet been voted upon. A campaign was started in the Fall of 1930, led by the extension division of the A.A.U.W. A small group of persons was asked to take control and form what is known as "The County Library Board." This "Board" consists of representatives of the A.A.U.W. and the General Federation of Women's Clubs, one from the city library board, the County Superintendent of Schools, and the librarians of the city library, and the State Teachers College. Meetings of the Board are held each month, and the work of classification, cataloging, etc., has been done gratuitously. Cards and other supplies have been donated or purchased with cash given by interested parties. To start the library, something over \$200. was subscribed in cash by interested organizations such as the A.A.U.W., the P.T.A., the Women's Club, and Pan-Hellenic. Individuals gave cash and books, while several book dealers donated excellent children's books to help form the library. There are now about 1200 volumes belonging to the library. During the past year the State Library Commission has lent several boxes of books for redistribution in the county.

—ALBERT F. CARTER.

Free for Transportation

THE LIBRARY Division-State Department of Education, Room 9, Historical Building, St. Paul, Minnesota, offer the following magazines to libraries free for transportation.

LIBRARY JOURNAL: 1920, Jan. 15, Apr. 15, May 1, June 1, July 15, August, Sept. 15, Oct. 1, Oct. 15, Nov. 15, Dec. 15; 1921, Jan. 15, Feb. 1, Feb. 15, Mar. 1, Mar. 15, Apr. 1, May 15, June 1, July, August, Sept. 1, Sept. 15, Oct. 1, Oct. 15, Nov. 1, Nov. 15, Dec. 1; 1922, Jan. 15, Feb. 15, Mar. 1, Apr. 1, Apr. 15, May 1, May 15, June 1, June 15, July, August, Sept. 1, Sept. 15, Oct. 1, Oct. 15, Nov. 1, Nov. 15, Dec. 1, Dec. 15; 1923, Jan. 1, Feb. 1, Feb. 15, Mar. 15, May 15, Sept. 1, Sept. 15, Oct. 1, Oct. 15, Nov. 1, Nov. 15, Dec. 1, Dec. 15; 1924, Jan. 1, Jan. 15, Feb. 1, Feb. 15, Mar. 1, Mar. 15, Apr. 1, Apr. 15, May 1, May 15, June 1, June 15, July, Aug., Sept. 1, Sept. 15, Oct. 1, Oct. 15, Nov. 1, Dec. 1, Dec. 15; Title-page and index; 1925, Jan. 15, Feb. 15, Mar. 1, Mar. 15, Apr. 1, Apr. 15, May 1, May 15, June 1, July, Aug., Sept. 1, Sept. 15, Oct. 1, Oct. 15, Nov. 1, Nov. 15, Dec. 1, Title-page and index; 1926, Jan. 1, Jan. 15, Mar. 15, Sept. 15, Title-page and index; 1927, Feb. 1, Feb. 15, Mar. 15, Apr. 1, May 1, May 15, June 1, June 15, July, Aug., Sept. 1.

School Library News

What Librarian May Expect of Teacher

FREQUENTLY a library fails to be as vital a force in a junior high school as it should be; because the teachers do not cooperate wholeheartedly with the library. This is not due to any desire on the teacher's part to hamper the library; but is due to the fact that too often we have thought of the library as an aid in English only. Every teacher in the junior high school, no matter what his subject, should make use of the library. The teacher of science, of art, of home economics, of shop, of social science, etc., should direct pupils, in groups and also individually, to the library to secure aid in some problem. The following suggestions are made to promote a closer and more intimate relationship between the library and the teacher.

The librarian may rightfully expect of the teacher the following:

1. That he become acquainted with the library. It is well for the teacher to spend part of his free periods in the library and to drop in occasionally when the pupils are getting their books before and after school.
2. That he consider carefully the making of assignments.
 - Find out what material is available.
 - Consider the amount of material.
 - Notify the librarian in advance of assignments.
 - Arrange with the librarian before sending groups to the library.
3. That he make clear and definite assignments. Consider the amount of time the pupil will have for the preparation of the material. Consider the material as related to the pupil's mental ability. Check on student's results and report these results to the librarian.
4. That he give instruction in note-taking. Looking for topical sentences and salient points. Avoiding word for word copying of paragraphs and pages from books.
5. That he help create the right attitude toward the library by emphasizing:
 - (a) Respect for public property
 - (b) Proper care of books
 - (c) Prompt return of over-night material
 - (d) Good conduct in the library.
6. That he be enthusiastically interested in the welfare of his pupils.
7. That he refrain from sending pupils to the library to get rid of them. A teacher may properly use the library to reward virtue but never as a punishment for misconduct.
8. That he take full classes to the library only after having made provision with the librarian to take care of them. Small groups do the best work.

9. That he send the able, the mediocre, and the slow pupils alike to the library. The slow pupils should be sent to the library often enough to give the librarian an opportunity to help them. Special attention should be given to the pupil who does not enjoy reading recreational books.

10. That he avoid making page assignments to books in the library. Subject assignments give both the librarian and the pupil more opportunity to find material.

11. That he try to pass on to each of his pupils the love of good books.

12. That he refuse to accept adverse criticism of the library from pupils, especially in regard to lack of material or books, until he has investigated.

13. That in case of misunderstanding with the librarian, he refer the matter to the principal.

What Teacher May Expect of Librarian

ANOTHER FACTOR that keeps the library from serving the school in an ideal way is the lack of knowledge of the librarian of the school in general—its administration, its purposes, its curriculum, its methods, its intracurricular activities, its faculty, its student body. This comes about because the work of a junior high librarian is very different from that of a general librarian. Since most of our librarians have been trained to be general librarians, it is natural for them to carry over identical methods and practices into the junior high school library.

The following suggestions are made to promote greater usefulness of the library. It is my belief that the junior high school teacher may rightfully expect of the librarian:

1. That she instruct the pupils so they may gain the ability to use the library easily and effectively.
2. That she increase this ability from year to year.
3. That she widen the pupils' reading interests.
4. That she aid pupils in forming correct library habits.
5. That she know thoroughly the books and resources of the library.
6. That she reserve collection of books and pamphlets on special subjects.
7. That she obtain or prepare book lists dealing with special topics in the curriculum or dealing with special days or special activities.
8. That she keep on file all reference lists which have been prepared.
9. That she give instruction on the use of the books in the library.
10. That she familiarize herself with the teachers' special interests.
11. That she borrow additional material, when needed, from the main library.
12. That she use practical and progressive methods in the organization and the administration routine of the library.

13. That she have some knowledge of present day educational tendencies.
14. That she know the curriculum.
15. That she know the school and its activities.
16. That she know the student body.
17. That she give aid in dealing with the problem child. Very often lack of reading ability makes it impossible for the problem child to read books which contain content of real interest and value to him. The librarian may rightfully be expected to supply books within the grasp of such a pupil.
18. That she be patient with pupils, neither irritable nor hurried.
19. That she keep the library hours faithfully, neither open late nor close early.
20. That she refrain from criticizing either teacher or pupils in the presence of others.
21. That she be impartial at all times.
22. That she allow no disorder in the library.
23. That she avoid all conflicts with teachers or organizations in the school.
24. That she make no decisions which may affect the discipline or the routine procedure of the school without consulting the principal and securing his approval.
25. That she give the 7B pupils considerable attention and thus build for the future.
26. That she make out no book lists for requisition without consulting the principal and securing his approval.
27. That she keep the library in good working condition.
28. That she keep up-to-date reference lists and volumes of bound magazines which contain valuable material for classroom use.
29. That she be not so proud of the library as to fear to have pupils use it.
30. That she give ample attention to both bright and slow pupils.
31. That she be enthusiastic about her work and thus insure that her library will be very popular with the pupils.
32. That, if for any reason she needs information about any pupil, she consult his home room teacher. The home room teacher in the junior high school becomes well acquainted with his pupils.

—JOSEPH F. CONNELLY,
University of Illinois Bulletin. Proceedings of The High School Conference of November 19, 20, and 21, 1931. p. 163-165.

The High School Library

"A library is not a luxury of life but one of the necessities."—Beecher.

FIRST and foremost, let us state boldly that a library is one of the primary essentials of a good school. It's not enough that there should be some books in a case in one of the corridors. There must be a room devoted to quiet reading. In this age of motor cars, talkies, wireless, and television, there is an ever-growing need to foster the habit of quiet thought.

A preparatory school head master in England kept his school chapel open for silent meditation, and the experiment was successful—which proves that even young barbarians

feel the need of thought. We opine that the opportunities offered by the chapel are not sufficiently varied: knowledge and invention also have a place in human progress, and these, plus the more spiritual reflections, can be cultivated in a library which has the right atmosphere.

There are different types of libraries. Some are splendidly dull. This type, no doubt, would mean something to a few gifted intellectuals, but it utterly fails to help the ordinary boy and girl. It just depresses them.

Then there is the library with deep bay windows for browsing in, great open fireplace, and a plaster ceiling which would have done credit to a Renaissance palace. A room such as this with a "home" atmosphere is needed in a school library. We must not overestimate a boy's advanced intellectual needs, but plan to offer him good books on his immediate interests.

To obtain and retain the atmosphere of quiet genial thinking in the midst of a school building is a great task. When Tom and Louise have been in class for four or five hours they want to let off steam, and the shrill crescendo of their safety valves is pervasive. So often the library room is located in the hubbub area and has a great door which shuts noisily behind every party entering. A genuine library in a large high school with a large stock of books is essential; and much wisdom is needed to achieve the right atmosphere. There are more pit-falls for the unwary in building up a school library than in almost any other activity under the sun.

There must be a library atmosphere and spirit, without which no equipment and collection of books is a library.

"Dreams, books, are each a world; and books, we know,
 Are a substantial world, both pure and good.
 Round these, with tendrils strong as flesh
 and blood,
 Our pastime and our happiness will grow."

—MARY HOWE-BINNEY,
Librarian, Academy High School,
Erie, Pa.

Reprinted from *News Letter of the Pennsylvania Council of School Librarians*. May, 1932.

Vicksburg Daily Citizen Wanted

I AM desirous of communicating with any person or institution having copies of—or information relating to—*The Vicksburg Daily Citizen*, published at Vicksburg, Mississippi, up till July 4, 1893.

—E. MORRELL,
Chief, Order Division,
Duke University Library, Durham, N. C.

Among Librarians

Necrology

MRS. JULIAN S. FOWLER died at Oberlin, Ohio, June 29. Death was caused by heart failure following an operation.

STILLMAN W. MCKEE of the Library Bureau, Philadelphia, died July 15.

WINNIFRED MATHESON, Riverside Library School, librarian of the Brantford, Mississippi, Public Library for the past seven years, died on August 16 after a brief illness.

J. DAVID THOMPSON, law librarian of the Library of Congress, Washington, D. C., died at Woodstock, N. Y., on August 14. Mr. Thompson formerly was law librarian of Columbia University and at the time of his death was executive secretary of the League of Nations Committee on International Intellectual Cooperation in this country.

Appointments

ELEANOR BARTEAUX, a graduate of the Ontario Library Training School and recently librarian in the Galt Collegiate, has been appointed to succeed Mr. Angus Mowat as librarian of the Public Library at Windsor, Ontario.

MRS. HELEN KROUSE SACHAROFF, Simmons '25, formerly in the Tufts College Library, Medford, Mass., has accepted the position of cataloger in the Physics-Chemistry-Mathematics Library at the Massachusetts Institute of Technology, Cambridge.

ELOISE RUE, Michigan '29, formerly reference assistant in the Cleveland, Ohio, Public Library, is now assistant in the Children's Department and in charge of the cataloging of juvenile books in the Evanston, Illinois, Public Library.

MAXINE SPRAGUE, Michigan '29, has been appointed librarian of Bay City, Michigan, High School. Miss Sprague was formerly librarian of the Monroe, Michigan, High School.

HELEN D. SUBERS, Drexel '03, special cataloger in the Philadelphia Public Library has been appointed head of the Reclassification Division in the Enoch Pratt Free Library, Baltimore, Md.

ANNA Q. TUELL, Washington '30, for the past two years assistant librarian in the Ballard High School Library, has been appointed assistant in the Green Lake Branch of the Seattle, Washington, Public Library.

MRS. HELEN TRACY has been appointed librarian at the Carnegie Library, Valley City, N. Dak., succeeding Harriet Antinson.

F. RUTH TAYLOR, Simmons '27, is now on the cataloging staff at Denison University, Granville, Ohio.

JOSEPH L. WHEELER, librarian of the Enoch Pratt Free Library, Baltimore, Md., has accepted appointment as a representative of the American Library Association in the Council of the American Association for the Advancement of Science.

BLANCHE WILLIAMS, Albany '25, has been appointed head of the Reference Department of the Flint, Michigan, Public Library.

REBECCA WILSON, Michigan '28, is head of the Order Department of the Law Library of the University of Michigan, Ann Arbor. Miss Wilson was formerly assistant in charge of Exchanges and Duplicates in the General Library of the University of Michigan.

Married

HERBERT S. DAHLSTROM, Michigan '31, and Bernice Washburn, Michigan '31, were married on August 21, 1931.

PHYLLIS GATES, Michigan '30, and Clare Harder were married on October 25, 1931. They are now residing at 1111 Watkins St., Grand Rapids, Mich.

HUGH GOURLAY, Michigan '28, and Catherine Fraser were married at Lancaster, Ontario on August 15, 1931.

RUTH HANCHETT, Albany '26, was married to Hurst Frazeé Garrett on December 24, 1931. Their address is Hickory Hill, Durham, Conn.

ARLIE JENKINS, Michigan '29, was married to Smith Peter Kerr in October 1931. Mrs. Kerr is in charge of the circulation work at the new Northeastern Branch of the Washington, D. C., Public Library.

ROSE KAHAN, N.Y.P.L. '14, who for several years has been connected with the Jewish National Hebrew University Library in Palestine, was married recently to David Eber. Their address is Box 432, Jerusalem, Palestine.

HELEN MELCHERS, Michigan '29, was married to Peter C. Mollemd on Oct. 10, 1931 at Owosso, Michigan.

MARCELLA NONEMAN, Michigan '28, and Samuel McLeary Hutchison were married in the summer of 1930. Mr. and Mrs. Hutchison are now living at Santurce, Porto Rico.

Opportunities For Librarians

A library school graduate with years of wide experience seeks position. Head of a small library, or executive position preferred. Location of secondary importance. G10.

Position wanted as assistant in public or college library. Teachers' college graduate with library training. Four years' experience in children's and adult departments of college library. G11.

Young man, Harvard graduate, reference librarian of one of the largest college libraries for the last four years desires change. Unusual recommendations. G12.

Woman with eighteen years' experience in public, children's, and special library work, B.A. with high honors, and accredited library school, desires position in any section. Have college provisional teacher's certificate in Pennsylvania. Have had business experience also. G13.

College and library school graduate with experience in public and special libraries, especially in reference and circulation departments, desires position. Will consider temporary work. G14.

College librarian, man, Ph.D. and library school graduate, with ample experience, desires administrative position in large college or university library. G15.

A certified librarian with nine years' experience in all phases of library work, desires a change. G16.

University graduate with library school training and ten years' experience in special, college and public libraries desires position. Cataloging or reference preferred. G17.

College and library school graduate with ten years' experience in charge of special libraries wants position as reference librarian or head of special department in college or public library. Would also be greatly interested in library school or training class teaching. Has had teaching experience. Good references. Available at once. G18.

College graduate, with M.A. degree, good language equipment and advanced study in cataloging, classification and government publications, desires position of cataloging assistant in large public or university library. Nine years' experience in cataloging. East or Middle West preferred. G19.

Oxford Acquires Medical Books

THE OXFORD University Press, New York, Inc., by a new arrangement has taken over the following medical publications formerly distributed by William Wood & Company:

Cunningham. *Manual of Practical Anatomy*. 3 vols.
 Cunningham. *Text-Book of Anatomy*.
 Beesley & Johnston. *Manual of Surgical Anatomy*.
 Pauchet & Dupret. *Pocket Atlas of Anatomy*.
 Jamison. *Companion to Anatomy*.
 Robinson & Jamieson. *Surface Anatomy*.

The Calendar Of Events

Sept. 19-24—New York Library Association, annual meeting at Lake Placid Club, New York.

Sept. 23-26—Association of Special Libraries and Information Bureaux, ninth annual meeting at Somerville College, Oxford, England. For further information address A. A. Bullock, General Secretary, 16 Russell Square, W.C.1.

October 5-7—Wisconsin Library Association, annual meeting at Appleton, Wisconsin.

October 5-7—Ohio Library Association, annual meeting at Columbus, Ohio.

Oct. 6-7—Connecticut Library Association, Fall meeting at Hotel Bond in Hartford, Connecticut.

October 11-13—Indiana Library Association, annual meeting at Evansville, Indiana.

October 12-15—Five State Regional Conference—Iowa, Kansas, Minnesota, Missouri, and Nebraska Library Associations—at Des Moines, Iowa.

October 13-15—Pennsylvania Library Association, annual meeting at the Nittany Lion, State College, Pennsylvania.

October 13-15—Kentucky Library Association, annual meeting at Lexington, Kentucky.

October 14—New Jersey Library Association, Fall meeting in Morristown, N. J.

Oct. 14-15—West Virginia Library Association, annual meeting has been changed from Buckhannon to Oglebay Park, Wheeling, W. Va.

Oct. 20—Massachusetts Library Club, Fall meeting at Worcester, Mass.

October 26-28—Illinois Library Association, annual meeting at Springfield, Illinois. (Dates changed from Oct. 12-14.)

October 26-29—Southwestern Library Association, biennial meeting at Little Rock, Arkansas.

Dec. 28-31—American Library Association, Midwinter meetings at Drake Hotel, Chicago, Ill.

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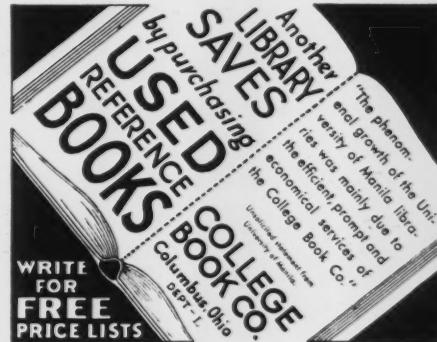
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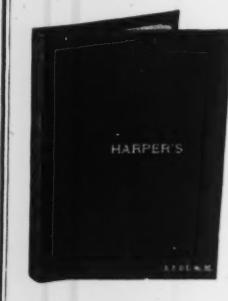
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*They know the books are right
because the children told them so*

THESE EDITORS (*You know them*) EDIT THIS BOOK

Clara W. Hun

Chief of work with children in the Brooklyn Public Libraries. One of the outstanding leaders in her chosen field. She has served three cities as organizer of children's work, has been in demand in lecture rooms and schools specializing in work with children, has been chairman of the Children's Section of the American Library Association and withal has found time and talent to add several successful books to the record for American children.

Franklin K. Mathiews

Chief Scout Librarian of the Boy Scouts of America, his efforts through the years have been to make available better books and better reading material for authors and publishers a higher standard of literature for children. He is editor of the Boy Scout's Year Book and Every Boy's Library as well as other books.

Evelyn O'Connor

Long associated with Mr. Mathiews. She is assistant-editor of *Boy's Life* published by the Boy Scouts of America.

Ruth G. Hopkins

Librarian of the Polytechnic Country Day School of Brooklyn. Miss Hopkins has studied at the famous Carnegie School of Children's Librarians and worked in the field of children's reading at Pittsburgh, Cleveland, Bridgeport, Yonkers and Brooklyn. She has had continuing contact with the boys and girls themselves which has added to the experience gained in handling books of the past and present, and has made her comments on books so pertinent.

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